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ABSTRACT

This handbook for Colorado students describes schools available to any individual who wants to continue education after high school. It concentrates on how specific schools work to help students with disabilities. An introductory section entitled "Getting Started" explains the types of postsecondary schools, admissions policies, federal laws covering secondary and post-secondary schools, documentation and assessment of a disability, and adaptations, accommodations, and modifications. The differences between high school and college requirements are contrasted. Individual descriptions of 6 vocational schools, 15 two-year college institutions, 2 on-line educational institutions, and 16 four-year college institutions are then provided. Descriptions include information on the type of school, enrollment, housing availability, admissions and registration, identification and assessment of students with disabilities, program, instructional support, counseling, and program emphasis. Appendices contain: (1) a questionnaire entitled "Choosing a Postsecondary School," which helps students examine their own goals and needs and the characteristics of prospective schools; (2) testing accommodations; (3) documentation guidelines; (4) an overview of Section 504 of the Rehabilitation Act of 1973; and (5) an annotated list of resources for students, teachers, and counselors. (CR)

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COLORADO OPTIONS

A HANDBOOK OF POST-SECONDARY EDUCATION SERVICES FOR STUDENTS WITH DISABILITIES

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COLORADO OPTIONS

A Handbook of Post Secondary Educational Services for Students With Disabilities

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e-mail: cterc@cccs.cccoes.edu

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PREFACE

The first edition of this handbook, prepared by the Special Education Services Unit of the Colorado Department of Education in 1987, was compiled from responses to a comprehensive questionnaire which was sent to all post-secondary schools and colleges in Colorado, two- and four-year state schools, private four-year schools, and private two-year schools that are approved by the Association of Independent Colleges and Schools. The second edition in 1991, the third edition in 1995, and the fourth edition in 2001 have been updated by contacting each school and/or its website researching current information regarding their programs. Many schools had changes, some to more comprehensive offerings, some to fewer services. Visits were not made to the schools to confirm written replies or web accuracy?

This guide should be used in conjunction with other sources available through school counselors, libraries or on the internet. See Appendix E for reference information.

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HOW TO USE OPTIONS

Options was written to assist students with disabilities to make informed choices about post-secondary education in Colorado schools. In order to choose a post secondary school intelligently, you must know about yourself and about the school under consideration. As you look at yourself, you must become very precise and honest about your needs and capabilities. In order to help you clarify these two areas, a questionnaire, *Choosing the Appropriate Secondary School*, is included in the Appendix A. Take the time now, with your family, counselors and teachers to fill this out. When you have completed it, your own profile will be defined.

When examining a possible school, six areas will be important to the student with disabilities.

First, knowledge of admissions requirements and registration policies is essential. The schools are clear on what they require from the students and what they will adjust for the disabled student. You will know if you meet the requirements.

Second, you will want to know about the screening for academic proficiency as well as the opportunity for in-depth assessment should it be necessary to help build an academic time line and plan.

Third, examination of any special program the school may offer is vital. You will want to know how long a program has been in place, what kind of students are served, who directs the teaching, what is taught and by whom. Especially important is whether the program was designed with students with disabilities in mind of if it is a generic program for any student needing academic help.

Fourth, you must know the kind and extent of support that will be given to you and your instructors. It will be important to you to match this support to your own needs. The ability of special program instructors to support the student with learning disabilities in class is possibly the most significant aspect of any post secondary school program.

Fifth, you should understand what counseling services are available: if they are social/emotional or career/vocational or both, who provides the services and if they are tailored to fit the needs of the student with learning disabilities.

Sixth, it is important that you understand the documentation that will be required in order to receive services and supports and that you have the necessary information available.

When you have determined your own profile, you need to match it to several possible schools. Then you should call these schools and talk to the contact person. If at all possible, go for a visit to examine in person both the campus and the special programs. Be sure that your choice complements your personal profile.

GETTING STARTED

This handbook describes schools available to any person who wants to continue education after high school. They are called "post secondary" schools. Most importantly, Options concentrates on how specific schools work to help students with disabilities. Remember that the reports on the schools reflect what their representatives reported to the authors. You will want to visit the schools that interest you and appear to provide the support you believe might be most helpful to you.

As you use this handbook, keep in mind that it is possible to be successful in a college or a vocational school provided that you understand your disability and learning style and that the school offers the support you need. This means that you must know your own strengths and weaknesses, accomplishments and failures, career goals and personal values. You must also discover what kind of support the school will offer you. Does it fit your particular needs? Specific questions appear at the end of the handbook that will help you gather information. See *Choosing a Post Secondary School: Guideline Questions.* (Appendix A)

Not all information you need to have about Colorado schools appears in Options. Prospective students should visit a high school counseling center or a public library to review school catalogs and post secondary resource books. There are a variety of catalogs available and there are many resources available online.

When you have narrowed your choices to two or three schools, it is important to plan to make on-campus visits. The contact person listed at the top of each school description should be called so that your visit will be productive. You will want to not only meet the people who will assist students with disabilities, but you will also want to visit regular classes and talk to the instructors. Most of your education will take place in those classes. The *Choosing a Post Secondary School: Guideline Questions* will be helpful to have with you because it includes questions you will want to ask when you visit each school.

Types of Schools

To clearly understand your post secondary options, it is important to know that there are several kinds of post secondary schools:

Vocational Schools

Theses schools grant vocational certificates after intensive vocational training. In Colorado there are public vocational schools plus many private vocational schools. The public schools are much less expensive than the private. Options describes vocational schools that are certified as two-year colleges. There are also a variety of occupational schools that do not have college certification. These can be found through the private occupational schools division of the Department of Higher Education. (See Appendix E)

Community Colleges

These schools grant an Associate of Arts Degree (A.A.) as well as vocational certification. Some academic courses are required such as math and English in addition to vocational courses. A vocational certificate does not always require a full two years to complete.

Four-year Colleges and Universities

These schools grant either a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree after the successful completion of a broad, academic program. These schools may be public or private. Costs vary widely.

Admissions Policies

Knowledge of **admissions policies** at the various schools will be important to know. There are two kinds of policies:

- **Open Admissions Policy:** This means schools will admit any student who applies if he/she meets very minimal requirements. Area vocational schools and community colleges often have open admission policies.

- **Selective Admissions Policy:** This means that a school has determined very specific requirements, which a student is expected to meet. For example, a certain score on the SAT or the ACT, a certain grade point average, and a certain rank in you high school graduation class are necessary. Occasionally a school will demand a personal essay from you telling why you have chosen that school. Sometimes you are asked to write about a variety of other subjects. Although some schools will allow exceptions to their admissions policies for a student with disabilities they are not required to waive requirements for any student.

Acceptance into Program

Many degree programs have specific requirements that must be met before a student is accepted into a program. Colleges may determine essential elements of the program that cannot be waived or substituted. Essential elements of the program may be based on exams required for licensure or certification or may be based on the known skills necessary to become employed in that particular field. The institution is not required to provide academic adjustments or auxiliary aids and services if such provision would fundamentally alter the nature of the program. A student may be able to meet the requirements for admission into a college but not be able to meet the requirements to get into a chosen program. It is very important to talk to a counselor about the demands of specific programs as well as admissions to help you determine the most appropriate school for you.

Laws Covering Secondary and Post-Secondary Schools

Different laws cover public high schools and post-secondary schools. It is helpful to review the laws to understand the differences that you will find in the services provided.

Individuals with Disabilities Education Act, IDEA – Sections 602(30) and 614(d) of the 1997 Amendments to IDEA define important components that must be included in a student's Individual Education Program, IEP. Beginning no later than the age of 14, the focus of the IEP should be planning for the student's identified post-school outcomes including post-secondary education and training. From this age on, the IEP must include a statement of "transition needs" that focus on the course of study required for the student to reach his or her identified post-school outcomes. When the student turns 16, and earlier if appropriate, IEP's must include statements of specific "transition services" including linkages to post-secondary education and training programs and other adult agencies. Be sure your school assists you in developing a transition plan that will fit your needs as you move on to college or vocational training. **It is important to understand that the special education services and protections under IDEA end when a student either graduates or ages out at the age of 21.**

Section 504 of the Rehabilitation Act of 1973—This is a federal law that is sometimes called the "civil rights statue for disabled individuals." It says that "No otherwise qualified individual with disabilities, shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Subpart E of Section 504 applies to post-secondary education. Adult education and post-secondary educational programs, which receive federal funds, are under the same Section 504 obligations as elementary and secondary school districts. For example, a qualified person with a disability cannot be denied admission to a program solely on the basis of her/his disability. Similarly such a student cannot be excluded from any course of study, extracurricular activity, housing, transportation, etc. Academic adjustments such as length of time allowed for completion of a degree or substitution of courses, as well as, taped texts or interpreters must be made available. Financial assistance, employment assistance and non-academic services such as guidance and counseling must also be provided. For a full discussion of Section 504 see Appendix D.

The Americans with Disabilities Act, ADA – Signed into law in 1990, the ADA guarantees equal access for all individuals with disabilities in employment, public accommodations, state and local government services, transportation, and telecommunications. As a civil rights act, the ADA requires public entities to make reasonable accommodations for qualified individuals with disabilities that allow equal access to services.

What are the obligations of students with disabilities?

The student has an obligation to self-identify that she or he has a disability and that she or he needs accommodation. Appropriate documentation that verifies the disability and supports the need for accommodation must be provided.

What are the institution's obligations under Section 504 and the ADA?

For students, the institution must provide reasonable accommodations to the student's known disability in order to afford him/her an equal opportunity to participate in the institution's programs, courses and activities (including extracurricular activities).

Documentation and Assessment

In order to receive reasonable accommodations at the post-secondary level, a student must self-identify and provide appropriate documentation that will verify the existence of a disability and support the request for services. An IEP alone is not sufficient documentation. Documentation materials must include assessment information, such as cognitive and achievement evaluations, that are recent enough to show the current functioning of the student. The age of acceptable documentation will depend on the students disabling condition. In general, assessment information should be no more than three years old.

It is not always necessary for a student who has been receiving special education services to obtain all new testing. Frequently, a review of the students' records and a summary statement of the current functioning level by a qualified professional will be acceptable.

It is the right of a post-secondary school to determine acceptable documentation. That does not necessarily mean that the school district is required to provide the new testing. Sometimes, a student and their family would be responsible for paying for additional testing. This could be the case in the following situations:

- When the post-secondary school is requesting additional testing that is not required as part of the special education process or
- When the post-secondary school is requesting assessment information for a student who has not been receiving special education services and there is not sufficient justification for a special education referral.

You will need to meet with the disability services coordinator at the school you are considering to determine documentation requirements. For more complete information about documentation, refer to the *Documentation Guidelines* developed by the Colorado Consortium of Support Services for Students with Disabilities (Appendix C). Different schools may be more or less stringent about the documentation required.

Adaptations, Accommodations and Modifications

Students with disabilities who attend a post-secondary institution may need reasonable accommodations, modifications, or auxiliary aids in order to have equal access to the programs and services offered.

Adaptations are changes made to the environment, curriculum, instruction, and/or assessment practices in order for a student to be a successful learner. Adaptations include: 1) accommodations and 2) modifications.

Adaptations:

- Are based on individual students' strengths and needs
- May vary in intensity and degree

Accommodations are provisions made in *how* a student accesses and demonstrates learning. These do not substantially change the instruction level, content or the performance criteria. The changes are made in order to provide a student equal opportunity to demonstrate what is known.

Examples of **accommodations** include:

- Alternate presentation and/or response format and procedures such as oral presentation, tape recording, drawings, etc.
- Preferential scheduling
- Extended time
- Architectural & environmental adjustments
- Adaptive equipment

Modifications are substantial changes in what a student is expected to learn and demonstrate. These changes are made to provide a student opportunity to participate meaningfully and productively in learning experiences and environments.

Examples of **modifications** are:

- Changing the instructional level
- Changing the content of a course or program
- Shortening the length or requirements of assignments
- Lowering performance expectations

In general, post-secondary schools will provide reasonable accommodations but will not modify course content or expectations for students with disabilities. This includes expectations of student behavior. It will be important for the student to have a clear understanding of the level of accommodations, and any modification that is being provided at the high school.

Types of Post-Secondary Programs

Support services may vary at different schools and may be referred to by different names. Remember that you are looking at the kind of support a school has to offer you. In general, these are the types of programs you will want to ask about:

1. Student Support and/or Supplemental Services
   These are the terms used to describe a general program designed to help all individuals with specific needs. This kind of program often offers tutoring and small group assistance in course content and specific skill areas. Usually people without special knowledge of learning disabilities supply the services.

2. Learning Disabilities Program
   These programs vary widely and not all schools have one. Often they are a part of the "Student Support and/or Supplemental Services Program." To really have a clear picture of a specific program, it is necessary to discuss the services offered with the personnel who staff the program. Additional fees may be charged for special programs and services.

Self-Advocacy

In order to be sure your needs are truly going to be met, you must be an advocate for yourself, someone who speaks or writes in support of himself or herself.

In order to obtain help and support, you need to speak up in your own behalf and explain what you want in a calm, assertive manner to teachers, counselors, advisors, friends and all people who work in the Support Services or Learning Disabilities Program. This may be hard to do. You will need to practice what you want to say and how you are going to say it with a person you can trust. Many schools have claimed that the absolutely most important thing which students with a learning disability can do is to tell the admissions people of their problems. This will enable the student and school to work closely from the first moment. Being your own advocate will be the key to a successful school experience. For more information about self-advocacy, refer to *Advocating for Yourself* in Appendix A.

Financial Considerations

Paying for college is a challenge for most families. You will need to consider cost as one factor in deciding which school is best for you. Start early to research financial options and the timelines for filing necessary paperwork.

There are some general rules about fees that it will be helpful for you to understand. You can expect to pay regular tuition, room and board, lab fees and student fees. You will pay fees for services that all other students would pay. Schools are required to provide services at no cost to you that are free to other students or for services that are necessary to allow equal access to classes. The school may charge extra for special learning disability programs. Post-secondary schools are not required to provide or pay for services of a personal nature such as attendant care, special transportation, individually prescribed devices, or support services outside of class such as readers for personal use or study. The office of disability services may assist the student in locating service providers and setting up a schedule so it would be a good idea to talk with them about your individual needs.

Students with disabilities apply for financial aid the same as other students. Financial aid applications are due early, usually in January. If a full course load for you will be less than required for financial aid, you may be able to get documentation from the college disability services coordinator to waive the course load requirement for financial aid and for medical insurance purposes.

Disability advocacy groups and some colleges may offer scholarships specifically for students with disabilities. Many community service organizations also offer scholarships. It would be helpful to consult with counselors at your high school and at the post-secondary schools you are considering.

Terms and Definitions

The following are definitions that you may find helpful:

- **SAT** is the Scholastic Aptitude Test and **ACT** is the American College Test. Both tests are designed to measure your aptitude for college work. Selective admissions schools require one or the other. Important allowances can be made, if requested, and if you have a documented disability. You may apply to take either test on an untimed basis, you can request cassette tapes if reading is a problem, or you can request a large print edition of the test. You should arrange to take the test sometime during the year prior to application to school. A modest fee is charged. A counselor or special education teacher can help you apply.

- **GPA** is your grade point average. All of your grades are averaged together for your entire high school career to date. Your transcript should include your GPA. Your high school counselor will help you calculate it if it does not.

- **Academic Proficiency** – level of academic skill attainment, usually confined to math, language arts, and motor skills. Many schools require academic placement exams for all students. Check with the disability services coordinator for accommodations.

- **Priority Registration** – permission to register for courses in advance of other students.

- **Extended Time** – extra time granted by a teacher to a student to complete class assignments and to take tests (Suggestion: Request one and one-half the amount of time generally provided.)

DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE REQUIREMENTS

	High School	College
Class Time	6 hours/day, 180 days- 1,080 total	12 hours/week, 28 weeks – 336 total
Study Time	1-2 hours per day (a lot of homework is done in class)	2 hours of study/credit hour average 3-4 hours of homework per day
Tests	Weekly: at the end of a chapter, frequent quizzes	2-4 per semester: at the end of a chapter unit at 8:00 a.m. the Monday following homecoming
Grades	Passing grades guarantee you a seat	Satisfactory academic standing=C's or above Competitive entry into programs
Teachers	Often take attendance-May check notebooks-put information on board. Impart knowledge and facts	Rarely take attendance or teach from the textbook – Often lecture non-stop – Require library research- Student responsible for information from books, lecture and research
Freedom	Structured defines it most of the time Limits are set by parents, teachers, or other adults	Should I go to class? Can I make it on 4 hours of sleep? Can I skip studying today?
Reading	The reading requirements for most classes can be done with minimal outside work	College is a reading intensive environment-Analytical reading skills are necessary–If books on tape are needed, must communicate with the support services office, the instructor and the reader
Support Services	School has responsibility to find those who need services and provide the services	School has responsibility to provide *once* the student presents documentation of need and requests specific services
Self-Advocacy	Few opportunities, structure of laws makes it difficult for students to take control of their services	*Required*-The Office of Civil Rights has ruled that colleges can ask students to assist in the setting up, maintenance and day to day management of services
Tutoring	Often provided as part of support services during the school day –FREE-Individualized and personal Often reiterates or re-teaches class material	By law tutoring is considered homework assistance and colleges are not financially responsible – Most colleges provide limited tutoring or drop-in labs –NOT individualized – Best use of these services requires students to attempt homework and come to lab or tutor with specific questions
Colleges can Vary	Most high schools offer similar services and the way to access those services is the same	Each college or university has its own mission and the services offered reflect the mission – Some colleges offer more student support than others – All students should shop wisely for the institution that not only offers the academic course work, but also offers services that the student feels comfortable with

AREA VOCATIONAL SCHOOLS

Theses schools grant vocational certificates after intensive vocational training. In Colorado there are eight public plus many private vocational schools. The public schools are much less expensive than the private. Options discusses vocational schools, which are certified as two-year colleges. There are also a variety of occupational schools, which do not have college certification. These can be found through the private occupational schools division of the Department of Higher Education. (See Appendix E)

DELTA MONTROSE AREA VOCATIONAL TECHNICAL CENTER

www.dmavtc.tec.co.us

1765 U.S. Highway 50
Delta CO 81416
970-874-7671
Fax: (970) 874-8796

SPECIAL SERVICES/DISABILITIES CONTACT:
Manager, Learning Opportunity Center

TYPE OF SCHOOL: Area vocational school

ENROLLMENT: 1,100

ADMISSIONS/REGISTRATION:

An open door policy of admission allows anyone 16 years of age or older, who has completed or left high school, and has an occupational objective, to be considered for entrance into post-secondary vocational programs. Some programs may have higher age limits or additional requirements for entrance.

Qualified students are admitted on a "first-come, first-serve" basis according to date of application and are subject to space availability. Late enrollments are accepted in most classes through the first week of class. When programs are filled, additional applicants are placed on an alternate list. All applicants must present evidence of attendance for final grade placement from previously attended high schools, other schools, GED results or by taking an appropriate aptitude assessment test. Students who receive financial aid are required to have a high school diploma, GED Certificate, or otherwise indicate an ability to benefit and meet federal financial aid regulations. Remediation programs may be deemed necessary if the above requirements are not met.

PROGRAM:

A supplemental services program provides individual tutoring and small group instruction in basic skills, subject areas, study skills, time management, learning styles, learning strategies, and offers a course in basic skills. Students must meet certain state guidelines for supplemental services to qualify. Individual instructors adjust performance expectations as needed. Services are provided by trained peer tutors, graduate students, educational and content specialists.

PROGRAM EMPHASIS

1. Improvement of basic skills.
2. Improvement of study skills
3. Improvement of self –concept and personal adjustment

IDENTIFICATION AND ASSESSMENT:

No general screening of the student body is conducted, but teachers do screen in class, and in some classes this is also done by special services personnel. Students are urged to make their problems known on their admission form. Should more extensive evaluation be needed, particularly in the vocational area, it can be supplied at no charge. The results are discussed with the student and the academic advisor. The student is urged to share results with pertinent personnel. Results are sometimes sent to other agencies of results with pertinent personnel. Results are sometimes sent to other agencies if appropriate. The results are used to develop ;and educational plan and program..

ACCOMMODATIONS/INSTRUCTIONAL SUPPORT

Any student having difficulty in his/her vocational program may be provided individual assistance. These services include tutorial services, independent study materials or other related assistance at no additional cost. Specialized help can also be sought through the Learning Opportunity Center. Such areas might include reading, math, English, study and testing skills, or specific vocational skills related to vocational programs.

Specialized services needed by handicapped students may also be provided. Advising, tutorial assistance, and individualized vocational guidance and planning are available to students who may need additional assistance relating to handicapping conditions. Much of The Center is constructed to accommodate handicapped students. For further information, contact The Center Manager.

COUNSELING:

Career/vocational counseling, assessment, and job placement services are available at no charge form the counseling department. This is supplemented by program personnel and Colorado Division of Rehabilitation

Personal Counseling is available.

HOUSING:

Not available on campus.

COMMENT:

Delta-Montrose AVTC states that that all students must have basic academic skills, organization skills, and be motivated to take on responsibility when they enter the technical center.

EMILY GRIFFITH OPPORTUNITY SCHOOL

www.egos-school.com

1250 Welton Street
Denver, Co 80204
(303) 575-4700
(303) 575-4723 -TTY
Para informacion en espanol - (303) 575-4750

SPECIAL SERVICES/DISABILITIES CONTACT
Ilene Ashford, Special Needs Counselor
Room 215B
(303) 575-4742

TYPE OF SCHOOL: Provides accredited high school completion, GED testing and occupational-vocational education.

ADMISSIONS/REGISTRATION:
This school operates classes on a year-round basis. Most programs/courses are conducted on an open-entry/open-exit, self paced basis. Allowing students to enroll at any time throughout the year, students work at their own pace and may register at any time provided: the course is open for enrollment; space is available; all required prerequisite assessment and/or course work has been successfully completed; orientation and/or submission of records has been successfully completed.

PROGRAM:
Accommodations will be provided upon request and with documentation of a disability. A person with a disability who requires an accommodation to participate in any class, program, service or other activity should contact the special needs counselor at least three weeks prior to the scheduled activity. Programs are open to special needs and disabled students, and the school is accessible to disabled students.

IDENTIFICATION AND ASSESSMENT:
The assessment center administers a variety of academic and career/technical assessments for the purpose of placing students in career/technical and/or academic classes. Most tests need to be scheduled in advance.

COUNSELING:
Services provided by the special needs counselor include: educational advising; scheduling full and part-time training courses; working with outside agencies; counseling with students on individual concerns; coordinating with instructors and other personnel; assisting with job placement; and assisting with class and curriculum accessibility.

HOUSING: Not available on campus

COMMENT: Contact at least 3 weeks prior to registration

SAN JUAN BASIN TECHNICAL SCHOOL

www.sanjuanbasintechschool.org

Main Campus P.O. Box 970 Cortez, Co. 81321 970-565-8457	**East Campus** 701 Camino del Rio Durango, Co. 81301 970-385-4267

Special Services/Disabilities Contact
Shannon South, Supplemental Services Director
P.O. Box 970
Cortez, CO 81321
Telephone: (303) 565-8457

TYPE OF SCHOOL: Area vocational school

ADMISSIONS/REGISTRATION:

An open door admissions policy allows anyone at least 16 years old to go to San Juan Basin Technical School. Practical nurse students may enroll at 16, but must be 18 to be licensed. Non-high school graduates are enrolled as special students. For each course of study, entrance requirements are established. All students must present a transcript or a GED certificate prior to registration. Non-high school graduates must take an entrance test.

Students with learning disabilities may request a personal interview in lieu of meeting requirements. A student with learning disabilities receiving financial aid is given special consideration. No credit is granted for remedial course work; however, a required course may be waived, audited, or a student may take an examination to prove proficiency.

PROGRAM:

The learning disabled program, serving 45 students, is under the direction of a full time Supplemental Services Coordinator. The learning disabled program has an established philosophy and a definition of learning disabilities. Anyone who is failing or whose assessment scores reveal a need for help may receive services. Tutoring and small group sessions are provided without charge in basic skills, course content, study skills, time management, remedial reading, writing and math. Some attention is given to instruction in learning styles and learning strategies. A basic skills course is offered as well. Services are supplied by untrained peer tutors and educational and subject area specialists.

PROGRAM EMPHASIS:

1. Career/vocational assessment and counseling
2. Individual and small group instructional support
3. Support to instructors who teach the disabled student
4. Counseling for social/emotional issues
5. Thorough, comprehensive individual assessment

IDENTIFICATION AND ASSESSMENT:

All students are screened to determine the level of academic skill proficiency. Individual instructors may administer informal testing in class, and special services personnel give screening in certain

classes. Should more extensive testing be needed, it is available through the Supplemental Services Coordinator.
Results are shared with the student and their instructors and sometimes their family. The assessment may be used to develop an educational plan and program.

INSTUCTIONAL SUPPORT/ACCOMODATIONS

Instructors provide extra time, alternative settings, sometimes readers and note takers, oral testing and projects in lieu of examinations. In class, instructors may adjust performance expectations and use a variety of teaching methods. Sometimes written outlines of lectures, detailed syllabi, and deliberate introduction of new vocabulary are provided.

Technical aids include use of calculators and dictionaries during tests and in classes. Sometimes taped texts, highlighted texts, tape recorders, note takers and computer assisted instructional supplemented software are provided.

COUNSELING:

Career/vocational counseling, assessment and job placement services are offered to all students. Individual counseling is available. No charge is made for these services.

HOUSING:

Not available on campus

COMMENT:

Limited enrollment permits San Juan Technical School to approach problems on an individual basis.

T.H. PICKENS TECHNICAL CENTER

http://www.pickenstech.org

500 Airport Blvd.
Aurora, CO 80011
Phone: (303) 344-4910

SPECIAL SERVICES/DISABILITIES CONTACT
Dr. Dan R. Lucero, Executive Director, Occupational Education

TYPE OF SCHOOL:

An area vocational school offering technical training programs to adults and high school students.

ADMISSIONS:

All students must submit an application for admission prior to registration. Applications are located on the last page of the catalog or call Registration/Admissions Office for an application at 303-344-4910. Individuals applying for financial aid who have not graduated from high school or completed the GED and who wish to work on a certificate program are required to pass an "ability to benefit" examination.

All certificate programs require an admissions/assessment process. Please refer to program area and/or call division chairs to inquire about requirements of the program.

New students entering a certificate program at Pickens Tech may be assessed in subjects like reading, writing, math and study skills. Assessment results will be used to advise students about enrolling in any preparatory course(s) or other activities that would improve opportunities for success in the certificate program.

PROGRAM:

There is no specific disability program, however, student services which include advising and testing are available to all students.

IDENTIFICATION AND ASSESSMENT:

This is done through Aurora Public Schools, Life-Long Learning Center

INSTUCTIONAL SUPPORT/ACCOMODATIONS

Instructors provide extra time, alternative settings, sometimes readers and note takers, oral testing and projects in lieu of examinations. In class, instructors may adjust performance expectations and use a variety of teaching methods. Sometimes written outlines of lectures, detailed syllabi, and deliberate introduction of new vocabulary are provided.

Technical aids include use of calculators and dictionaries during tests and in classes. Sometimes taped texts, highlighted texts, tape recorders, note takers and computer assisted instructional supplemented software are provided.

COUNSELING:

Career/vocational counseling, assessment and job placement services are offered to all students. Individual counseling is available. No charge is made for these services.

HOUSING: Not available on campus

UNIFIED TECHNICAL EDUCATION

http://www.mesastate.edu/utec/

2508 Blichmann Ave
P.O. Box 2647
Grand Junction CO 81502
(970) 255-2600

Uses some facilities at Mesa State College

One-year certificate and two-year associate degree programs in technical professions are available at the Tilman M. Bishop Unified Technical Education Campus (UTEC). At UTEC, quality technical training is geared toward the student as an individual, whether it be an employee retraining for new skills, a returning student, or a new student seeking career guidance.

The Corporate Education Center will provide effective education and training that is customized to focus on essential workplace skills as well as professional and personal development to help employees increase their productivity, efficiency, and effectiveness.

WARREN TECH

http://www.warrentech.org/

13300 W. 2nd Pl
Lakewood, CO 80228
(303) 982-8600
Fax: (303) 982-8561

Special Services/Disability Contact:
Jefferson County Students: Contact the Transition coordinator of Jefferson County Schools
Non-Jefferson County students:
Intervention Services
Kathi Pripish (303) 982-8627
Betty Gleaton (303) 982-8626
Peggy Brooks (303) 982-8625

TYPE OF SCHOOL Area vocational school

ADMISSIONS/REGISTRATION:

Warren Tech is an extension of every Jefferson County high school, including option, charter, and alternative schools. The largest percentages of the students enrolled at Warren Tech are Jefferson County juniors or seniors. Any Jefferson County student between the ages of 16 and 20 who has not yet graduated or earned a GED may attend Warren Tech tuition free. Talk to your high school counselor to start the process. Students enrolled in private schools or other districts may also attend on a space available basis.

Adults may attend Warren Tech by enrolling through Red Rock Community College and paying tuition. You are considered an adult when you have graduated from high school, successfully completed the GED, or reached the age of 21. Attend one of the informational meetings and talk to a Warren Tech Counselor if you would like to start the enrollment process.

Students may earn college credit and high school credit through articulation agreements with post-secondary institutions. Credits may be applied to Associate of Applied Science degree programs and college majors where applicable.

PROGRAM:

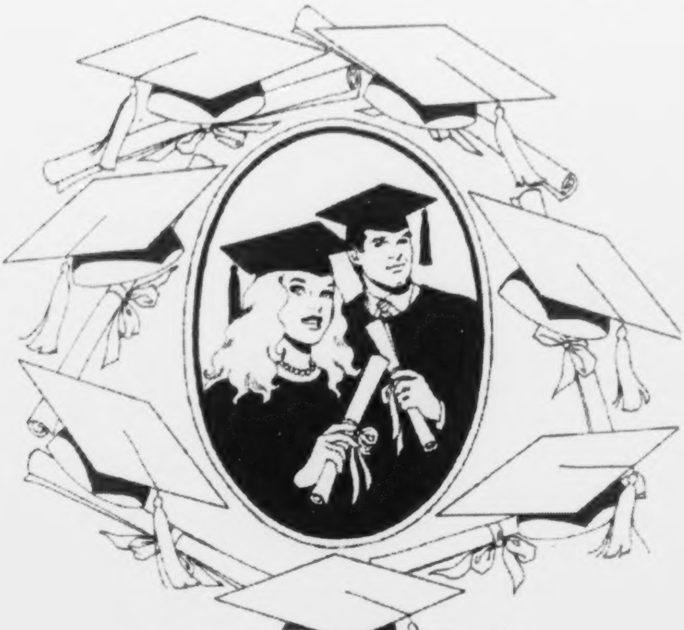
Warren Tech offers career/technical training in 21 different programs These programs prepare students to enter the job marketplace or continue their education at post-secondary institutions. For a complete list of programs offered contact the school directly or visit the web site listed above.

ACCOMMODATIONS/INSTRUCTIONAL SUPPORT:

- Assessment
- Career counseling
- Internships
- Academic support including tutoring and other special needs services
- Job placement and employment assistance
- Industry certification

Two Year Institutions

These schools grant an Associate of Arts Degree (A.A.) as well as vocational certification. Some academic courses are required such as math and English in addition to vocational courses. A vocational certificate does not always require a full two years to complete.



AIMS COMMUNITY COLLEGE http://www.aims.edu/

Greeley Campus	Fort Lupton Campus	Loveland Campus
5401 w. 20th Street Greeley, CO 80632 (970) 330-8008 or 1-(800) 301-5388	260 College Avenue Fort Lupton, CO 80621 (303) 857-4022	104 E. Fourth Street Loveland, CO 80537 (970) 667-4611 TTY (970) 667-2387

SPECIAL SERVICES/DISABILITIES CONTACT:
Janet Krause, Supplemental Services Supervisor
P.O. Box 69
Greeley, CO 80632
Phone: (970) 330-8008, x6388 TTY: (970) 339-6388

TYPE OF SCHOOL: Two-Year Local District College

ENROLLMENT: 15,000

ADMISSIONS/REGISTRATION:

Aims Community College has an open admissions policy; however, admission does not assure acceptance of an individual student into a particular course or program. Grade point average is considered, as are ACT or SAT scores which are used for placement. For special needs students, an interview may be requested. There is no special mechanism to identify the student with learning disabilities nor are there special arrangements for choice of instructors or financial aid.

Credits toward graduation are granted for study skills and career exploration classes. Required courses may not be waived.

PROGRAM:

The Supplemental Services Program has been operating for 20 years. It has three coordinators. This program serves disabled and disadvantaged students who are not maintaining a passing grade. Last year 1,000 students, including learning disabled students, were referred.

Tutoring is provided for course content, study skills, time management, reading, writing, and math. Technical aids include taped texts, tape recorders, note takers, computer assisted software, to supplement course work and adaptive computer equipment. All services are available at no charge. Aims Community College does not have special programs or trained personnel to work with students with learning disabilities.

PROGRAM EMPHASIS:

Academic support services to students
Assessment and placement at the appropriate level
Counseling services

IDENTIFICATION AND ASSESSMENT:

(At least one month prior to registration):
All students are screened at admission to determine skill level. Sometimes instructors do informal testing in their classes. Results are discussed with the student who is urged to share them with their advisor, instructors, Supplemental Services staff and parents. Sometimes the Supplemental

Services staff discusses them with the academic advisor and other agencies, if appropriate. Results are used to plan an educational program.

INSTRUCTIONAL SUPPORT/ACCOMMODATIONS

During examinations instructors sometimes allow students to use additional time, alternative settings, note takers, oral testing, word processors, tape recorded answers, and may provide a variety of teaching methods and provide detailed syllabi in addition to occasionally using programmed self-paced instruction in class.

COUNSELING:

Career/vocational counseling, assessment and job placement services are offered to all students without charge.

HOUSING:

Not available on campus

COMMENT:

Aims Community College's program works with individual students to provide the kind of support services necessary for the student to make progress in their program.

ARAPAHOE COMMUNITY COLLEGE

http://www.arapahoe.edu/

5900 S. Santa Fe Dr
Littleton, CO 80160-9002
(303) 797-4222

Triad @ Greenwood Plaza
5660 Greenwood Plaza Blvd.
Englewood, CO 80111
(303) 734-3704

University Center
15653 Brookstone Dr
Parker, Co 80134
(303) 841-3431

ACC Art & Design Center
2400 W. Alamo Ave
Littleton, CO 80120

SPECIAL SERVICES/DISABILITIES CONTACT:
http://www.arapahoe.edu/StudentInfo/Services/educational.html
Linda Heesch, Director, Disability Services
Room M1845
Phone: (303) 797-5806
FAX: (303) 797-5810
E-mail: lheesch@arapahoe.edu

APPROXIMATE ENROLLMENT: 7,400

ADMISSIONS/REGISTRATION:

This school has an open door admissions policy. If you have a high school diploma, GED certificate, or are 16 years of age or older, you will be admitted. However, several programs of study do have selective admissions procedures that all students are required to meet. Admission to the college does not guarantee enrollment in any program; you may be required to meet prerequisites designed to help you succeed. Applicants with learning disabilities are urged to disclose their disability on their applications. All students may receive financial aid if they qualify.

There is an opportunity to select instructors at registration. All students are encouraged to meet with an academic advisor prior to determining classes for each semester. Academic advisors can assist students with choosing appropriate classes, finding information about instructors' teaching styles, and with finding the appropriate class load based on each student's situation (i.e., learning needs, work load, etc.). If a student has further concerns, they can bring the advising information to their counselor in Disability Services for further advice.

In general, credit towards a degree or certificate is not granted for remedial work. However, course substitutions may be made with the approval of the Academic Standards Committee. A course may be taken elsewhere and transferred in if the course meets our standards. A class may be audited or taken for pass/fail credit, however Financial Aid may or may not pay for classes taken under these conditions.

PROGRAM:

Services for students with learning disabilities are available as a part of the Disability Services Office. Criteria for receipt of services include advance, appropriate notice of need for services, recent documentation (usually within the last three years) that identifies the existence of a learning disability, the impact of the disability on learning, the functional limitations and recommendation of possible appropriate accommodations made by a qualified professional. For specific documentation guidelines, contact Disability Services.

PROGRAM EMPHASIS:

1. Disability Services assists the College in providing access accommodations for students with disabilities to college courses, programs, services, activities and facilities both on and off campus. Disability Services serves as a resource to students, faculty, staff and other community members to provide information, training, and professional development in the areas of the Americans with Disabilities Act, Section 504 of the Vocational Rehabilitation Act, legal trends, general access issues, cultural considerations, accommodations and accessible technology.
2. Support to instructors (Arapahoe Community College is a member of the Department of Education's grant to improve secondary options for students with disabilities through improved support to and educational opportunities for instructors. This project is being run through the University of Washington's DO-IT program and runs through the year 2003. Arapahoe Community College plans to continue this level of support and education for its faculty beyond the duration of the grant.)
3. Self-advocacy training and support
4. Student independence through the use of technical aids
5. Advising assistance
6. Development of life-long learning strategies
7. General support services
8. Learning Disabilities Screening

IDENTIFICATION AND ASSESSMENT:

Students with learning disabilities who need accommodation are required to meet with a staff member in Disability Services, request accommodation in a timely manner, and provide documentation of the disability. The College does not have an obligation to provide accommodation unless the student goes through this process with Disability Services.

All students are required to take a basic skill assessment as part of the admissions procedure to determine level of skill proficiency. The assessment is untimed. Accommodations will be offered to all persons who request the accommodation in a timely manner and provide documentation of the disability from a qualified professional that supports the request for accommodation.

For students who suspect they have a learning disability, they may participate in the Learning Disabilities Screening. The screening is offered on an as needed basis. The purpose of the screening is to assist students with learning difficulties identify their specific strengths and weaknesses, learning modalities and strategies or classes that would best assist them in improving their learning. Recommendations to pursue a learning disability diagnosis may or may not be made based upon the screening results. Referrals to on and off campus resources are made. Screening results are discussed with students who are urged to share them with academic advisors, instructors and parents. There is a fee for the screening.

INSTRUCTIONAL SUPPORT/ACCOMMODATIONS

The types of services offered are based on the student's request for services, the quality of information in the documentation that supports the request, and the requirements of the course or program of study. A sample of accommodations that many students with learning disabilities use are:

- Test Accommodations (i.e., extended time, use of a computer with adaptations [i.e., screen reader, spell check, grammar check, dictionary, etc.], private testing room, use of calculator)

- Specialized orientations for support services
- Self-advocacy training and ADA/504 information
- Note taking assistance (copies of notes, permission to tape lectures)
- Assistance with communication learning needs to instructors
- Materials in alternative formats (audio tape, enlargements, e-text)
- Use of specialized equipment such as enlargers or amplification devices

The College also refers students to on or off campus resources such as:

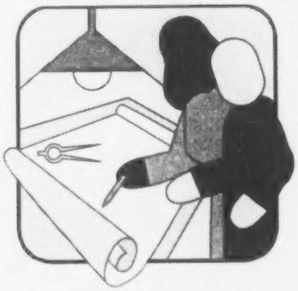
- Colorado Vocational Rehabilitation
- Career and employment services
- Tutoring and other support services as necessary
- Classes in word processing with computer adaptations
- Self-paced classes in keyboarding (with/without computer adaptations)
- Computer access programs, strategies and devices to help with: Hands-on Learning Needs, Writing and Spelling Difficulties, Reading Difficulties

Arapahoe Community College also offers free writing workshops to all students who need help with specific areas of their writing or with any written assignment. Tutoring is available for all students who are at risk of failing a class. Both of these services are available through the Learning Strategies Center. For more information call (303) 797-5824.

COUNSELING:
Career/vocational counseling, assessment and job placement services are available to all students and community members. Students with disabilities are supported by program staff and are referred to appropriate on and off campus services as needed.

HOUSING:
Not available on campus

COMMENT:
The vision of Disability Services is to collaborate with members of the College community to create a learning environment that promotes universal access, encourages success for all students and provides quality services to staff and students. Within this environment, students with learning disabilities have the opportunity for team support from all areas of Arapahoe Community College (which include, but are not limited to: Disability Services Office, Career and Employment Center, Counseling, Computer Access Center, and Learning Strategies Center). Students can then access "their team members" to promote individual college success.



COLORADO MOUNTAIN COLLEGE

www.coloradomtn.edu

831 Grand Avenue
Glenwood Springs, CO 81601

Special Services/Disabilities Contact:
http://www.coloradomtn.edu/studentsvcs/disabilitysvcs/home.html
Shirley Bowen
Director of Developmental Studies
831 Grand Avenue, P.O. Box 10001
Glenwood Springs, CO 81601
Telephone: (970) 947-8347

Residential Campuses

Alpine Campus
1330 Bob Adams Drive
Steamboat Springs, CO
80487
970-870-4444

Special Services/Disabilities contact:
Debra Farmer, Special
Populations Coordinator
(970) 870-4450
E-mail:
dfarmer@coloradomtn.edu

Spring Valley Campus
3000 County Rd 114
Glenwood Springs, CO 81601
970-945-7481

Special Services/Disabilities contact:
Ida Burnaman, Special
Populations Coordinator
Office #102
(970) 947-8256
E-mail:
iburnaman@coloradomtn.edu

Timberline Campus
901 S. Hwy 24
Leadville, CO 80461
719-486-2015

Special Services/Disabilities contact:
Sandi Conner, Special
Populations Coordinator
E-mail:
sconner@coloradomtn.edu

Commuter Campuses

Rifle Campus
703 Railroad Ave.
Rifle, CO 81650
970-625-1871

Vail Campus
1310 Westhaven Dr.
Vail, CO 81657
970-476-4040

Eagle Campus
139 Broadway
PO Box 249
Eagle, CO 81631
970-328-6304

Roaring Fork-Spring Valley Campus

Glenwood Center
1402 Blake Ave.
Glenwood Springs, CO 81601
970-945-7486

Aspen Campus
0255 Sage Rd.
Aspen, CO 81611
970-925-7740

Lappala Center
690 Colorado Ave.
Carbondale, CO 81623
970-963-2172

Summit Campus

Breckenridge Center
103 S. Harris St.
PO Box 2208
Breckenridge, CO 80424
970-453-6757

Dillon Center
333 Fielder Ave.
PO Box 1414
Dillon, CO 80435
970-468-5989

TYPE OF SCHOOL: Two-year local district college

ADMISSIONS/REGISTRATION:

Admissions requirements include high school diploma or GED. Non-high school graduates, 16 years of age or older may also be admitted. Admission to the college does not guarantee entrance to certain courses or programs that may require specific academic prerequisites. Assessment tests are used to determine appropriate class placement.

PROGRAM:

The Special Populations Program operates under the Director of Developmental Education/Special Programs. Students who have been identified as learning disabled are eligible for accommodations which are determined on an individual basis to plan for remedial help and course selection.

PROGRAM EMPHASIS:

Student is own advocate
Developmental courses to raise skill levels
Reduced student class load and class placement for success
Development of study skills and time management
Counseling for social/emotional issues
Career/vocational assessment and counseling
Support to instructors who teach learning disabled students

IDENTIFICATION AND ASSESMENT:

As soon as the student is accepted for admission, documentation of learning disabilities should be provided to the Special Populations Coordinator at the campus where the student plans to attend. Career and placement assessments are available at no charge. Documented disabilities and test results are discussed with each student and a Student Data Sheet is written detailing the student's strengths and weaknesses and addressing the accommodations the student will need to be successful in each of their classes. The student is given copies of this Student Data Sheet, which they may share with their instructors at the student's discretion. Students are urged to communicate their needs to their instructors. Students who need a degree or certificate and do not meet minimum competency levels are required to take developmental courses. The Special Populations Coordinator, counselors and advisors help students on an individual basis to plan for remedial help and course selection.

INSTRUCTIONAL SUPPORT/ACCOMMODATIONS

Instructors allow additional time to take tests and oral testing is available, if appropriate. Alternative testing readers, note takers, tutors and word processing equipment are available. Detailed syllabi, outlines, direct introduction of new vocabulary and varied teaching methods are commonly used. Some assistive technology is available. Consultation by program staff with instructors is an important part of the program. Both staff and faculty work together to ensure a quality learning experience for students. Small classes with professional instructors help students succeed.

COUNSLING:

Counseling is available to all students at no charge through the counseling staff, as well as, the program staff. Career and vocational counseling is emphasized.

COMMENT:

For a student to be eligible for accommodations, verification of a learning disability must be on file with Special Populations Coordinators on campus.

COLORADO NORTHWESTERN COMMUNITY COLLEGE

www.cncc.cc.co.us

Rangely Campus
500 Kennedy Drive
Rangely, CO 81648
(970) 675-2261

Moffat County Affiliated District
50 College Dr
Craig, CO 81625
(970) 824-7071

Meeker Campus
Sandy Kloos
Center Director
345 Sixth Street, Suite 1
Meeker, CO 81641
(970) 878-5228

Hayden Center
Shelly Riley
Center Director
Located @ Hayden High School
(970) 276-3132

Special Services/Disabilities Contact:
Dana Gunderson Director, Learning Assistance Center
Colorado Northwestern Community College
Telephone: (970) 675-3238

TYPE OF SCHOOL: Two-Year Local District College

ENROLLMENT: 650

ADMISSIONS/REGISTRATION:

This college is an open admissions school. Graduation credit may be given for study skills but not other remedial course work. Required courses may be waived or the course may be taken elsewhere and transferred in. Credit is given for work experience and for other life experiences through the CLEP program.

PROGRAM:

The Supplemental Services program, servicing many students, is part of a larger program which serves over 100 students. Any student who demonstrates an academic need, or who is academically, economically or socially disadvantaged, can receive help. A full-time director and one instructor serve the students. The program provides individual tutoring in basic skills and subject area plus small group help in reading, writing and math. A remedial course in basic skills is available. Tutoring is provided by student peers and educational and subject area specialists at no charge.

PROGRAM EMPHASIS:

Thorough, comprehensive individual assessment
Career/vocational assessment and counseling
Individual and/or small group instructional support
Support to instructors who teach the handicapped
Counseling for social/emotional issues

IDENTIFICATION AND ASSESSMENT:

Screening to determine proficiency in the basic skills is provided for all students; students with learning disabilities are urged to indicate their needs on their registration. Informal testing is sometimes done in class. Should more comprehensive testing be needed, it is available in the Learning Assistance Center at no charge. Some students may be referred to outside agencies for more testing. Results are discussed with the student, their academic advisor and sometimes with the instructors. The student is urged to share results with pertinent people. Results are used to develop an educational plan and program.

ACCOMMODATIONS /INSTRUCTIONAL SUPPORT

Instructors provide a variety of ways for students to demonstrate their skills and knowledge in lieu of tests. In class, sometimes extra time may be provided. Instructors provide detailed syllabi and sometimes use a planned presentation of new vocabulary and programmed instruction.

Technical aids occasionally include taped texts, tape recorders and computer assisted supplementary instruction.

COUNSELING:

Career/vocational counseling, assessment and job placement services are available to all students. The program provides some additional counseling. Personal counseling is provided both individually and in small groups through the counseling department. There is no charge for these services.

HOUSING:

Available on campus

COMMENT:

In order to receive service, Colorado Northwestern Community College must be informed if a student has a learning disability at the time of enrollment.

COMMUNITY COLLEGE OF AURORA www.cca.cccoes.edu

16000 East Centertech Parkway
Aurora, CO 80011-9036
(303) 360-4700

Special Services/Disabilities Contact:
Reniece Jones, Coordinator
Disability Services
16000 E. Centre Tech Parkway, 5202H
Aurora, CO 80011
Telephone: (303) 361-7395
E-mail: Reniece.Jones@cca.cccoes.edu

TYPE OF SCHOOL: Two – Year Community College

ENROLLMENT: 4,500

ADMISSIONS/REGISTRATION:

Although the school has open admission, it will accept modified ACT or SAT tests for placement, give credit for past work experience, conduct a personal interview and accept any past testing or records of prospective students. Financial aid is available to all students who qualify. Specific instructors can be chosen at registration if necessary. Credit toward graduation is given for career exploration classes, but not remedial classes. Required courses may be waived on the basis of individual need. Equivalent courses may be substituted for required courses or a course may be taken elsewhere and transferred in.

PROGRAM:

The program serves students with disabilities. Eligibility is determined by documentation of disability. The program provides basic skill and subject area tutoring, small group sessions in remedial reading, writing and math, remedial courses in basic skills and some individual instruction in study skills, time management, learning styles and learning strategies. Service is provided by graduate students, peers, an educational specialist, and subject area tutors. Specific training in learning disabilities is provided for the lay tutors.

PROGRAM EMPHASIS:

Individual and/or small group instruction
Support to instructors who teach learning disabled students
Career/vocational assessment and counseling
Social/emotional counseling
Thorough, comprehensive individual assessment

IDENTIFICATION AND ASSESSMENT:

Currently the Community College of Aurora does not provide learning disability assessments. Students previously identified as having a learning disability should contact the Disability Services Coordinator.

ACCOMMODATIONS /INSTRUCTIONAL SUPPORT
Instructors can provide additional time and alternative settings for examinations, readers and note takers, oral tests, word processors, tape-recorded answers, a variety of test forms, and projects in lieu of examinations. They can provide extra time and allow students to complete in-class work outside of class. Instructors provide outlines of lectures and detailed syllabi, utilize a variety of teaching methods and sometimes use programmed self-paced instruction.

Technical aids include dictionaries and calculators, taped and highlighted texts, note takers, tape recorders and supplementary computer assisted instructional software.

COUNSELING:
Career/vocational counseling and assessment are available to all students. Individual personal counseling is available from the counseling department and the program personnel. These services are provided without charge.

HOUSING:
Not available on campus

COMMENT:
Community College of Aurora states "the biggest problem facing students with learning disabilities is "learned helplessness." Students need to act independently and seek appropriate support.

COMMUNITY COLLEGE OF DENVER www.ccd.cccoes.edu

Downtown - Auraria Campus
1111 W. Colfax Ave.
P O Box 173363
Denver, CO 80217

Special Services/Disabilities Contact:
Sharon Walton-Hunt, Coordinator
Special Learning Support Program
Campus Box 204
P.O. Box 173363
Denver, CO 80217
Telephone: (303) 556-4705

Center for Persons with Disabilities
South Classroom Bldg, Room 134
1111 W. Colfax Ave.
PO Box 173363
Denver, CO 80217
303-556-3300
Voice/TDD: 303-556-3300

CCD North
6221 Downing St.
Denver, CO 80216
303-289-2243
http://www.ccd.rightchoice.org/

Special Services/Disabilities Contact:
Jackie King
Center for Persons with Disabilities
South Classroom, Building 142L
Denver, CO 80216
Telephone: (303) 556-4705

CCD Parkway Center
1391 N. Speer Blvd.
Suite 200
Denver, CO 80204
303-226-5300

CCD Lowry
Health Education Center
950 Yosemite St.
Aurora, CO 80010
303-365-8300

CCD East
3532 Franklin St.
Denver, CO 80205
303-293-8737

CCD West
Diamond Hill
2420 W. 26th Ave.
Suite 100D
Denver, CO 80211
303-477-5864

TYPE OF SCHOOL: Two-Year State College

ENROLLMENT: 7,000

ADMISSIONS/REGISTRATION:
Community College of Denver is an open enrollment school. No special financial aid is available for students with learning disabilities.

All new students are screened to determine their basic academic skill levels. Students with learning disabilities are urged to indicate their disability on their application. During registration, students may consult with program advisors regarding selection of instructors. Degree credit is not granted for any remedial course work. Required courses may be waived through petition and a class may be substituted for another equivalent class.

PROGRAM:
The Special Learning Support Program, serving about 150 students, has been in place since 1980 under the direction of a full-time coordinator, a part time assistant coordinator, and reading specialists.

The program is geared to the student with learning problems. It consists of evaluations and community referrals, individualized tutoring in basic academic skills, study skills, time management, learning styles, and learning strategies. In addition, special courses are available in reading, spelling, English, and Math. Assistance with assignments from regular courses is also available.

Tutors are trained educational specialists and subject area instructors. The program also utilizes peer-tutors who have completed higher level classes and have been trained. Specific training is provided for tutors as needed.

There is no charge to full-time students for program participation, but a one- to three-hour tuition fee is charged for part-time students.

PROGRAM EMPHASIS:

Thorough, comprehensive assessment
Individualized instruction in basic skills and learning strategies
Classroom support and mentoring
Counseling for social/emotional needs
Career/vocational assessments and counseling

IDENTIFICATION AND ASSESSMENT:

All students are screened for admission to the Special Learning Support Program. Test results are discussed with the student who is encouraged to share the information with their advisor, instructor and parents. Results are used to develop an educational plan and program.

ACCOMODATIONS /INSTRUCTIONAL SUPPORT

Students with learning disabilities may be allowed additional time and/or alternative settings for tests, they may request oral testing, use word processors, readers and note takers, and tape record their answers. A variety of test formats are used.

Sometimes, in-class assignments may be completed outside of class, extra time, dictating and editing services, alternative projects and oral reports are permitted depending on the instructors. Instructors often provide detailed syllabi, lecture outlines and varied teaching methods.

Support to instructors (including in-service training,) is an important part of the program.

COUNSELING:

Career/vocational counseling, assessment and job placement services are available to all students at no charge. Personal counseling is available on a sliding scale. A learning disabled support group is offered depending on interest

HOUSING:

Not available on campus

COMMENT:

Community College of Denver's comprehensive program provides both academic and moral support.

FRONT RANGE COMMUNITY COLLEGE http://www.frcc.cc.co.us/

North Boulder Campus
5490 Spine Road
Boulder, CO 80301
303-516-8000

Longmont Campus
2255 N. Main St.
(Horizon Park Center)
Longmont, CO 80501
303-516-8999
FAX 303-516-8998

OUTREACH SITES

Brighton Community Education Center
1931 E. Bridge St.
Brighton, CO 80601
Evelyn Alton, Director
303-404-5099

Remington Campus
1400 Remington St.
Ft. Collins, CO 80525
970-204-8135

Larimer Campus
4616 S. Shields St.
Fort Collins, CO 80526
970-226-2500

Special Services/Disabilities Contact:

Bitsy Cohn, Director,
Office of Special Services
4616 South Shields, Room MA-109
Fort Collins, CO 80526
Telephone: (970) 204-8309
E-mail: mailto:bcraig@larimer.cccoes.edu

Westminster Campus
3645 W. 112th Ave
Westminster, CO 80031
(303) 466-811
TTY: (303) 469-0459

Special Services/Disabilities Contact:

Jo Anna Bennett
Director, Special Services
3645 West 112th Avenue, Room B1210
Westminster, CO 80031
Telephone: (303) 404-5302
TTY: (303) 404-5247

TYPE OF SCHOOL: Two-Year State Community College

ENROLLMENT: 9,000+

ADMISSIONS/REGISTRATION:
This school has no specific admission requirements. Students with disabilities are identified by self-declaration. An assessment test is administered to all students. Disabled students needing financial aid use the standard application procedure or outside agencies. Credit towards graduation is not awarded for remedial course work, nor are students permitted to waive required courses.

PROGRAM:
The program provided at Front Range Community College is called the START Program. This is a small-group, individualized basic skills instructional program for adults who need remediation in reading, writing, math and computer skills. Regular tuition and fees apply, plus an additional assessment fee. START Program is endorsed by the Division of Vocational Rehabilitation. Contact Joan Realino-Robinson at (303) 404-5676.

IDENTIFICATION AND ASSESSMENT:
If initial assessment scores are very low, a student may be referred to the START Program. All students with disabilities are urged to identify themselves to the Special Services Office.

Documentation of disability is required. An intake appointment can be scheduled to discuss needed accommodations.

INSTRUCTIONAL SUPPORT/ACCOMMODATIONS

Various kinds of accommodations are based on documentation provided by students, including additional time, alternative settings, readers, note takers and oral testing. Instructors provide detailed syllabi, a variety of teaching techniques, and planned instruction of new vocabulary. Sometimes programmed, self-paced instruction is also provided. Tutoring is available to all students without charge, if qualification requirements are met.

Technical aids may include tape recorders, student note takers, computer-assisted instruction and permission to use calculators and dictionaries in class and on tests.

COUNSELING:

Career/vocational assessment, counseling, and job placement are available to all students free, or for a small additional charge.

LAMAR COMMUNITY COLLEGE www.lcc.cccoes.edu

2401 South Main Street
Lamar, CO 81052
(719) 542-3100 o

SPECIAL SERVICES/DISABILITIES CONTACT:
Cindy Baer
Director, Alternative Learning Center
2401 South Main Street
Lamar, CO 80152
Telephone: (719) 336-2248, extension 237

TYPE OF SCHOOL: Two-Year State Community College

ENROLLMENT: 700 full-time equivalent

ADMISSIONS/REGISTRATION:

This is an open enrollment school having no admissions requirements; however, if a student is interested in horse training and management, certain riding skills are required. If a student has a predetermined learning disability, they should indicate this on the admissions form. Students may petition to waive required courses. This is determined on an individual basis. No special policies are in place for the learning disabled student regarding financial aid. All students may apply.

PROGRAM:

Lamar Community College does not have a learning disabilities program. However, services for students with different abilities are available on an individual, as-needed basis.

PROGRAM EMPHASIS:

Individual and/or small group instructional support
Thorough, comprehensive individual assessment
Career/vocational assessment and counseling
Support to instructors who teach the learning disabled
Counseling for social emotional needs

IDENTIFICATION AND ASSESSMENT:

All students are assessed for basic skills. Pre-identified students with learning disabilities should notify the Special Population Coordinator of their disability prior to the school year. Special needs are discussed with the student, the student's advisor, their instructors and used to develop an education plan and program.

ACCOMODATIONS /INSTRUCTIONAL SUPPORT

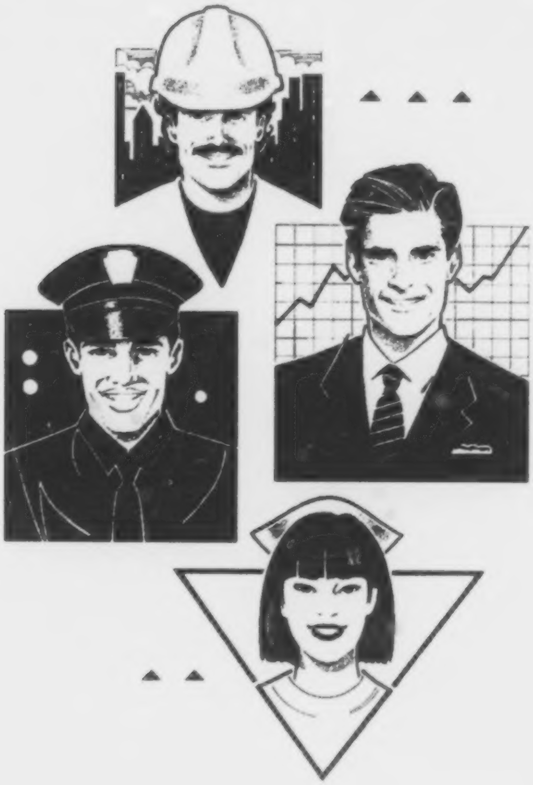
Instructors may provide extra time for tests and assignments and detailed syllabi.

Technical aids include tape recorders and some computer-assisted software may be used to supplement course work. Support for instructors from the Special Populations Coordinator is an important part of this program.

COUNSELING:
Some career/vocational counseling is available to all students. However, the Colorado Division of Rehabilitation provides extensive services at no charge.

HOUSING: Available on campus

COMMENT:
The one-on-one tutoring, assessment and individual help of Lamar Community College's program are instrumental in the success of students.



MORGAN COMMUNITY COLLEGE www.mcc.cccoes.edu

Main Campus
17800 Road 20
Fort Morgan, CO 80701
(970) 542-3100
1-800-622-0216
Fax: (970)-867-6608

Bennett Campus
280 Colfax Unit 2
PO Box 554
Bennett, CO 80102
Phone: 303-644-4034
Fax: 303-644-4680

Burlington Campus
451 4th St.
Burlington, CO 80807
Phone: 719-346-9300
Fax: 719-346-5236

Lincoln Campus
940 2nd St.
Limon, CO 80828
Phone: 719-755-8873
Fax: 719-775-2580

Wray Campus
719 S. Franklin
Wray, CO 80758
Phone: 970-332-5755
Fax: 970-332-5754

Yuma Campus
215 S. Main St.
Yuma, CO 80759
Phone: 970-848-2421
Fax: 970-848-5700

SPECIAL SERVICES/DISABILITIES CONTACT:
MCC Admissions Office
(970) 542-3160
1-800-662-0216

TYPE OF SCHOOL: Two – Year State Community College

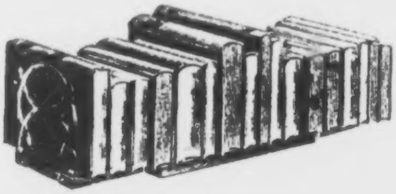
PROGRAM:

Morgan Community College offers degrees and certificates for transfer to four-year colleges or universities or for occupational training.

Different types of certificates are awarded for occupational training that can be completed in a few months up to two years. Certificates are awarded for several types of schooling in areas such as agriculture, automotive, computers, health, office support, multimedia, small business development, massage therapy, medical assistant, nurse aide, medical receptionist, emergency medical services, and industrial technology.

ASSESSMENT AND ACCOMMODATIONS:

Assessment is required for new students. Make an appointment with the Test Center (970) 542-3188 or with your Center Director. For students who self identify and provide the College with medical documentation of their disabilities, "reasonable accommodations" will be made for further information contact the MCC Admissions office listed above



NORTHEASTERN JUNIOR COLLEGE

http://www.nejc.cc.co.us/

100 College Dr.
Sterling, CO 80751
(970) 522-6600
1-800-626-4639

SPECIAL SERVICES/DISABILITIES CONTACT:
Ted Snow, Director,
Comprehensive Learning Center
100 College Drive
Sterling, CO 80751
Telephone: (970) 521-6679
Toll Free: (800) 626-4637

TYPE OF SCHOOL: Two-Year District College

ENROLLMENT: 1,000 – 1,100 full-time day students, 3,000 part time

ADMISSIONS/REGISTRATION:
This is an open enrollment school having no admissions requirements other than high school diploma or GED. Policies regarding students with learning disabilities are the same as for all students. If a student has previously been identified as having a learning disability, they should indicate this on the admissions application. No credit toward graduation is given for remedial courses. Certain required courses may be waived, a student may audit classes, or substitute one equivalent class for another.

PROGRAM:
The program, serving approximately 50-60 students, is a general program designed to help all students who are having problems. There has been no special philosophy or definition of learning disabilities developed. Small groups and individual tutoring in basic skills, subject areas, study skills and time management are available. Remedial courses in basic skills are also provided. Tutoring is done by peers who have been trained, and by subject area and educational specialists.

PROGRAM EMPHASIS:
1. Individual and/or small group support
2. Career/vocational assessment and counseling
3. Counseling for social/emotional issues
4. Thorough, comprehensive individual assessment
5. Support to instructors who teach learning disabled students

IDENTIFICATION AND ASSESSMENT:
All students are screened as part of the admissions procedure. Pre-identified students with learning disabilities should indicate their disabilities on the admissions form and submit copies of their school file. Testing is available on campus if needed. Results are discussed with the student, their academic advisor and used to help build an educational plan and program.

ACCOMMODATIONS/INSTRUCTIONAL SUPPORT:

During tests, additional time, alternative place, readers and note takers are provided when appropriate. Oral tests and use of word processors may be available. Alternative ways to demonstrate skills are sometimes allowed. Extra time for assignments and permission to complete in-class assignments outside of class may be allowed. Students can use dictating and editing services. Instructors may vary teaching methods, and provide outlines and detailed syllabi. Support of instructors in the classroom is an important part of the program.

Technical aids include permission to use calculators and dictionaries in class, taped texts, tape recorders, student note takers and computer assisted instructional software.

COUNSELING:

Career/vocational assessment, counseling and job placement services are available to all students without charge. The Colorado Department of Rehabilitation also provides Career/vocational assessment and counseling. Personal counseling is provided on an individual basis from the counseling department and the special program staff.

HOUSING:

Available on campus

COMMENT:

Students must self-identify and provide appropriate documentation so services can be provided promptly. Students with learning disabilities must request accommodations and assistance before academic or social difficulties occur.

OTERO JUNIOR COLLEGE www.ojc.cccoes.edu

1802 Colorado Ave.
La Junta, CO 81050
(719) 384-6831

SPECIAL SERVICES/DISABILITIES CONTACT:
Ardi Wallace
ADA/Computer Access Center Coordinator/
Directed Studies Instructor
1802 Colorado Avenue
La Junta, CO 81050
Telephone: (719) 384-6865

TYPE OF SCHOOL: Two-Year State Community College

ENROLLMENT: 1100

ADMISSIONS/REGISTRATION:
Otero Junior College is an open enrollment school having no admissions requirements. There is no special way to identify the student with learning disabilities or other disability unless they self-identify to the college. Upon identification the student will be referred to the ADA coordinator. The process of documentation of disability and the planning of appropriate accommodations is carried out with the assistance of the ADA coordinator. Support is available for study skills, basic skill remediation, career exploration, and tutoring.

PROGRAM:
Programs to assist students who may need help have been operating for a number of years. Directed Studies provides individual and small group help in basic skills, study skills, remedial reading, writing, and math. Courses in basic skills are provided to all students at the regular tuition rate. However, these courses are not counted toward graduation or figured into the cumulative average of the student. Students requiring adaptive computer technology may take advantage of instruction and/or support through the Computer Access Center. Support Services provides help to students in any course through peer tutors, study skills consultation and a vocational specialist.

PROGRAM EMPHASIS:
1. Career/vocational assessment
2. Referral to community resources for social/emotional counseling
3. Assessment of individual academic performance level
4. Support to instructors of students with disabilities

IDENTIFICATION AND ASSESSMENT:
All students are screened as a part of the admissions procedure to identify level of academic performance and areas of possible need. Informal testing may also be done at the discretion of instructors within the classroom setting. Should more extensive assessment be necessary, referral is made to the Colorado Division of Rehabilitation. The student is encouraged to share

results of this testing with family, the ADA coordinator, academic advisor, and individual instructors.

INSTRUCTIONAL SUPPORT:
Accommodations for students with disabilities include but are not limited to additional testing time, alternate testing site/format, readers/writers for class and/or testing, note takers, physical accommodation of classroom setting, tape recorded lectures, print enlargement, alternate format for print materials, and sigh language and oral interpreting.

Instructors frequently provide detailed outlines of lectures and detailed syllabi of courses. All instructors are encouraged to employ a variety of teaching methods to facilitate students' learning styles.

COUNSELING:
Career/vocational counseling, assessment, and job placement are available to all students. The Colorado Division of Rehabilitation supplements this service. Personal counseling is available to all students through referral to community resources.

HOUSING:
Available on campus

COMMENT:
Although no specific program exists for students with learning disabilities or other disabilities, these students can be successful at Otero Junior College because of small classes, individualized help from instructors, and support from Directed Studies, the Computer Access Center, and Support Services.

PIKES PEAK COMMUNITY COLLEGE www.ppcc.cccoes.edu

Admissions
(719) 540-7113 or 1-800-825-0401

Centennial Campus
5675 S. Academy Blvd.
Colorado Springs, CO 80906
800-456-6847
719-576-7711

Downtown Studio Campus
100 W. Pikes Peak Ave.
Colorado Springs, CO 80903
719-527-6000
CWED@Downtown

Rampart Range Campus
11195 Highway 83
Colorado Springs, CO 80921
719-538-5000

Learning Entreprises
Commerce Center
7222 Commerce Center Dr.
Suite 103
Colorado Springs, CO 80919
719-540-2400
CWED@Commerce

Special Services/Disabilities Contact:
Debbie Omdahl
Administrative Assistant III
Center for Students with Disabilities
5675 S Academy
Colorado Springs, CO 80906
Phone: (719) 540-7128
TTY: (719) 540-7131

TYPE OF SCHOOL: Two-Year State Community College

ADMISSIONS/REGISTRATIONS:

Prospective students who are at least 16 years old and have a high school diploma, a GED, or a college degree will, in most cases, be automatically admitted. However, admission to the college does not guarantee admission into a desired program. Some programs are limited to a certain number of students each semester. We have a priority system so that program applicants are selected impartially.

PROGRAMS:

The Center for Students with Disabilities provides support services and opportunities for individuals who, because of a disabling condition, are not able to succeed through usual approaches to education. A student whose disability falls into one of the following categories is eligible for the services provided by the center: hearing, visual, speech, or orthopedic impairments; learning disabilities; mental or emotional disabilities; other health impairments or multiple disabilities. The CSD is located at the Centennial Campus and the Rampart Range Campus.

PROGRAM EMPHASIS:

Assistance is provided for students with learning disabilities through a partnership with the CSD. Support services that encourage success include identification of strengths and weaknesses;

promotion of self advocacy; instruction in learning strategies, basic skills, and study skills; help with course selection; and implementation of appropriate accommodations.

IDENTIFICATION AND ASSESSMENT:

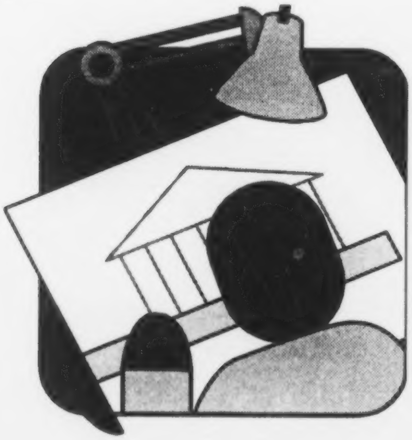
All new students are required to participate in the assessment process. For most, this consists of entry-level placement test in English, reading, math and study skills. The results have no *effect* on their acceptance but will indicate the initial level of academic coursework appropriate for them.

ACCOMODATIONS /INSTRUCTIONAL SUPPORT

The Computer Access Center, located at the Centennial Campus, uses adaptive technology such as voice synthesizers, screen magnifiers, voice recognition, and other input/output modifications.

HOUSING:

Not available on campus



PUEBLO COMMUNITY COLLEGE www.pcc.cccoes.edu

<table>
<tr><td colspan="2">Pueblo Campus
900 W. Orman Ave.
Pueblo, CO 81004
719-549-3200
Special Services/Disabilities Contact:
Donna Fitzsimmons
Adaptive Services Advisor
Learning Center
900 West Orman Avenue
Pueblo, CO 81004
Phone: (719) 549-3044
Fax: (719) 544-1179</td><td>Fremont County Campus
2951 E. Hwy 50
Canon City, CO 81212
719-275-4240</td></tr>
<tr><td colspan="3">SOUTHWEST CENTER</td></tr>
<tr><td>Cortez Office
PO Box 970
Cortez, CO 81321
970-565-8440</td><td>Durango Office
701 Camino Del Rio Suite 118
Durango, CO 81301
970-247-2929</td><td>Pagosa Springs Office
Archuleta Education Center
Fourth & Lewis
PO Box 1066
Pagosa Springs, CO 81147
970-264-2835</td></tr>
</table>

TYPE OF SCHOOL: Two-Year Private College and area Vocational School

ADMISSIONS/REGISTRATION:

This school has an "open-door" policy. We believe that all who have the ability to benefit and are willing and able to apply themselves should have the chance to improve their skills through higher education. Therefore, there shall be no admission requirements imposed upon any applicant who is 16 years of age and older.

PROGRAMS:

Students with documented disabilities can receive services and arrange accommodations through the Learning Center. Services include, but are not limited to, interpreters, readers, note taker, and recorded textbooks.

IDENTIFICATION AND ASSESSMENT:

This school uses the results of a basic skills assessment (ACCUPLACER) to direct students into the appropriate English, reading, and mathematics course(s). ACCUPLACER scores serve as pre and/or co-requisites to many college courses, and the results are used to advise students into these courses.

INSTRUCTIONAL SUPPORT/ACCOMMODATIONS

The Computer Access Center is a computer classroom/lab that provides many forms of adaptive technologies for students with disabilities. The classroom/lab is designed to help the student succeed in his/her college experience. Classes are offered to instruct students in the use of the these adaptive technologies and to help support other classes on campus. Instruction is personalized through classes that are limited in size and may be taught one-on-one. After successfully completing a class, the student may use the equipment in an open lab setting. The relaxed atmosphere of the CAC provides a setting that enhances learning. There are a lot of adaptive technologies for students with disabilities that include, but are not limited to, learning disabilities, head injuries, visual impairments or orthopedic impairments.

COUNSELING:
The professional staff provides crisis counseling and brief personal counseling. Students with needs beyond these are referred to the appropriate off-campus agency.

RED ROCKS COMMUNITY COLLEGE

www.rrcc.cccoes.edu

Lakewood Campus
13300 West Sixth Avenue
Lakewood, CO 80228
303-914-6600

Arvada Campus
5420 Miller St.
Arvada, CO 80002
303-914-6010

SPECIAL SERVICES/DISABILITIES CONTACT:
Bea Awoniyi
Coordinator of Special Services & ADA
13300 West 6th Avenue, Box 12
Lakewood, CO 80401
Telephone: (303) 914-6733

Health Careers Center
4851 Independence St.
Wheat Ridge, CO 80033
303-940-9690

Warren Tech
13300 W. 2nd Pl.
Lakewood, CO 80228
303-982-8600
Programs in conjunction with Jefferson County Schools

Mountain Center
10441 County Hwy 73
Conifer, CO 80433
303-982-5233

TYPE OF SCHOOL: Two –Year Community College

ENROLLMENT: 14,066

ADMISSIONS/REGISTRATION:
An applicant must be 16 years old. Credit may be granted for prior learning. A basic skills assessment is given during the admissions process. Learning disabled students are urged to make their status known to facilitate appropriate registration.

Graduation credit is given for career exploration classes. Required courses may be waived by petition, a course may be taken elsewhere and transferred in or taken on a pass/fail basis. Documented prior learning, work, and life experiences, and/or a personal portfolio may be evaluated and credit given.

PROGRAM:
Learning Development, serving approximately 2,600 students annually, is under the direction of a full-time coordinator. The program has established a philosophy and definition of learning disabilities, but also serves any students who are experiencing difficulty with academic work.

Individual and small group help in basic skills, subject areas, study skills, time management, remedial reading, writing, math, learning styles, learning strategies are offered for credit. Courses are offered in basic skills development. Service is provided by trained tutors, educational and subject area specialists.

PROGRAM EMPHASIS:
1. Comprehensive individual assessment in basic skills and learning styles
2. Individual and small group instruction
3. Support to instructors who teach learning disabled
4. Career/vocational counseling
5. Social/emotional counseling

IDENTIFICATION AND ASSESSMENT:

All students are screened with a basic skills test. Results are discussed with the student, the academic advisor, the student's instructors and sometimes with appropriate agencies. Results are used to develop an educational program.

INSTRUCTIONAL SUPPORT/ACCOMMODATIONS

Instructors allow additional time and alternative test taking settings, readers and note takers, oral testing, tape-recorded answers, and use of word processors during testing.

Instructors may provide extra time to complete assignments, give permission to complete in-class assignment outside of class, permit use of dictating and editing services and give opportunity to complete alternative projects. Programmed, self-paced instruction, varied teaching methods and detailed syllabi and lecture notes are common.

Technical aids include permission to use dictionaries and calculators in class, highlighted texts, tape recorders, note takers and computer assisted supplemental instruction.

COUNSELING:

Career/vocational counseling, assessment, and job placement services are available to all students. The Colorado Division of Rehabilitation augments the program. Individual and small group counseling is available to all students without charge.

HOUSING:

Not available on campus

COMMENT:

Unique and useful factors of Red Rocks Community College's program include thorough assessment, sensitive instructors who are willing to make changes and availability of developmental courses and tutoring.

TRINIDAD STATE JUNIOR COLLEGE

http://www.tsjc.cccoes.edu/

Trinidad Campus
600 Prospect St.
Trinidad, CO 81082
719-846-5011

Special Services/Disabilities Contact
Vice President Office
Trinidad State Junior College
600 Prospect Street
Trinidad, CO 81082
Telephone: (719) 846-5605

Valley Campus
1011 Main St.
Alamosa, CO 81101
719-589-1513

Huerfano County Education Center
415 W. Pine St.
Walsenburg, CO 81089
719-738-1217

TYPE OF SCHOOL: Two year state community college

ENROLLMENT: 350 full-time, 500 part-time

ADMISSIONS/REGISTRATION:

Trinidad State Junior College is an open enrollment school having no special admissions requirements. Students with learning disabilities are identified through self-declaration, but there is no special consideration given these students during registration. Financial aid may be available to any qualifying student. Credit toward graduation is not granted for any remedial or developmental course work, but financial aid may be available for a limited number of these hours.

PROGRAM:

Students with learning disabilities may be served by Student Support Services or Special Populations, both Federal Grant Programs. The Student Support Services program serves students with learning disabilities who demonstrate academic need, who have economic need (families with income as low or lower than 150% of federally identified poverty level), or who are first generation college students, are U.S. citizens, and who plan to graduate from a four-year college.

Services provided by Student Support Services include instructional assistance in basic skills, tutoring in college courses, instruction in study skills, assistance in transferring to four-year colleges, and career guidance and counseling. A limited number of slots are available for a summer "Step-Up Institute" or an "Honors Institute" for students who wish to get a head start on their Mathematics, English, and Reading/Study Skills courses. These Summer Institutes also facilitate the student's becoming part of the college community before the Fall Semester begins.

Vocational students with learning disabilities may be served by the Special Populations Program. These services include tutoring, specialized accommodations (note-taking, readers, interpreters, etc.), learning evaluations, instructional materials, modification of instruction objective and curriculum, and career/guidance counseling.

PROGRAM EMPHASIS:

Thorough, comprehensive individual assessment
Individual and/or small group instructional support
Counseling for social/emotional issues are referred to the local mental heal clinic
Support to instructors who teach the learning disabled students
Career/vocational assessment and counseling

IDENTIFICATION AND ASSESSMENT:

All students are screened as part of the admissions procedure to identify academic skill proficiency. Students with learning disables are urged to indicate their problem areas on the college admissions form. Results are discussed with the student, their instructors, and sometimes their academic advisor. During consultation with the student test results are used to develop an educational plan and program. Further assessment is available for vocational students through the Special Population Program. Accommodations are then determined based upon student need.

INSTRUCTIONAL SUPPORT/ACCOMODATIONS

Students may demonstrate their skills in a variety of ways. In class, extra time may be provided and in-class assignments sometimes can be completed outside of class. Detailed syllabi, outlines of lectures, self-paced instruction, and deliberate introduction of new vocabulary may be used at the discretion of the instructors.

Aids available to students include a limited number of tape recorders, dictionaries and calculators for use in class and during tests, student note-takers, and computer-assisted instructional software to supplement course work.

COUNSELING:

Career/vocational counseling, assessment and job placement services are available to all students without charge. The Colorado Department of Rehabilitation supplements this service for the handicapped. There is no special counseling tailored for the learning disabled student.

HOUSING:

Not available on campus

COMMENT:

The primary needs of students with learning disabilities at Trinidad State Junior College are:

1. Improvement of basic skills
2. Improvement of self-concept and personal adjustment
3. Development of compensatory skills to overcome difficulties

On-Line Options

COLORADO ELECTRONIC COMMUNITY COLLEGE

www.cecc.cccoes.edu

9075 E. Lowry Blvd.
Denver, CO 80220
303-365-8800

The Colorado Community College Online (CCC Online) is composed of the 14 colleges in the Colorado Community College and Occupational Education System (CCCOES), Dawson Community College and Northwest Missouri State University. Through CCC Online, you can now earn a fully accredited Associate of Arts, Associate of Applied Science Degrees and Certificates, in various disciplines.

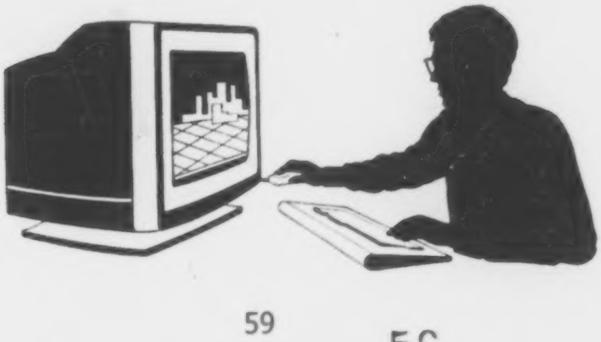
HEAT CENTER

http://www.heat-center.org

8880 E. 10TH Place
Denver, CO 80230
(303) 365-7655

The Higher Education and Advanced Technology (HEAT) Center at Lowry is a unique concept in the delivery of technology education and training. An innovation of the Community Colleges of Colorado (CCofC), the Center is designed to be a technology village where education, business and industry partners work together to forge a strong alliance in providing world-class learning environment with an infrastructure of more than $100 million. To maximize resources, the HEAT Center is a shared campus and is home to a variety of unique, high-tech programs and collaborative ventures with community colleges, universities and business and industry. The HEAT Center's focus is:

- Manufacturing
- Information/Telecommunications
- Biotechnology
- Life Sciences



FOUR -YEAR INSTITUTIONS

These schools grant either a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree after the successful completion of a broad, academic program. Universities offer post-graduate degrees. These schools may be public or private. Costs and support services vary widely.

ADAMS STATE COLLEGE **www.adams.edu**

208 Edgemont
Alamosa, CO 81102
(719) 587-7712 OR 7011
(800) 824-6494

Special Services/Disabilities Contact:
Frank D. Sanchez, Vice-President for Student Affairs
Richardson Hall 234
Phone: (719) 587-7221

TYPE OF SCHOOL: Four Year State College

ENROLLMENT: 2,500

ADMISSIONS/REGISTRATION:
Entrance requirements are based on high school GPA, ACT or SAT test scores and class rank for example: a GPA of 2.5, a total minimum ACT score of 19, and placement in the upper two thirds of the high school class. The average beginning freshman has a 3.21 GPA, a 21.4 ACT comp, and ranked in the top one third of the high school graduating class.

Policies are the same for all students. No special arrangements are made for the student with learning disabilities during the admissions or registration procedure. However, a certain percentage of students who do not meet qualifications are admitted. No credit is granted for remedial college course work: however, some required courses may be waived, or taken elsewhere and transferred in, or a student may test out of a course.

PROGRAM:
Limited assistance is provided through the Academic Enrichment Center. Any student who is assessed as having a disability or any other students who require assistance are eligible. The program provides individual tutoring and small group instruction in basic skills, subject areas, study skills, time management, remedial reading, writing and math. Tutors, mainly peers and graduate students provide support with note taking, test preparation and navigating through the academic environment.

ACCOMMODATIONS/INSTRUCTIONAL SUPPORT:
Test taking assistance may include readers, note takers, additional time, alternative settings, oral testing, tape recorded answers and word processors. Instructors provide written outlines of lecture, detailed syllabi and direct instruction of new vocabulary.

Technical aids may include taped and/or highlighted texts, tape recorders, note takers and the opportunity to use dictionaries and calculators in class and on tests.

COUNSELING:
Career/vocational counseling, assessment and job placement services are offered to all students with some support from program specialists and the Colorado Division of Rehabilitation. Individual personal counseling is available through the counseling department. Services are offered free of charge.

SPECIAL LEARNING PROGRAM EMPHASIS:
Individual and/or small group support
Counseling for social/emotional issues
Career/vocational assessment and counseling

COMMENT:
Adams State works to foster independence and self-confidence.

COLORADO CHRISTIAN UNIVERSITY

http://www.ccu.edu/

180 South Garrison Street
Lakewood, CO 80226

SPECIAL SERVICES/DISABILITIES CONTACT:
Larry Baden, Director, Academic Support & Testing Center
Phone: Telephone: (303) 963-3267

TYPE OF SCHOOL: Private university

ENROLLMENT: 1,600

Colorado Christian University seeks students who have the potential to be academically successful and who want to grow spiritually. While making admissions decisions, the university carefully considers the application, course selection in high school or college, grades, ACT or SAT scores (if required), essays and recommendations.

Specific instructors can be selected at registration. No credit is given for remedial course work. Students may take selected courses elsewhere and have credit transferred in. In addition, through a petition process, students may have a required course waived and substitute one class for another.

PROGRAM:

There is no special program for students with learning disabilities. Students can receive help through the Academic Support and Testing Center. Remedial work in basic skills is provided, and performance expectations can be modified. Basic skill and subject tutoring is available through the Academic Support and Testing Center, without cost to the student.

PROGRAM EMPHASIS:

- Counseling for social/emotional issues
- Thorough, comprehensive individual academic assessment
- Career/vocational assessment and counseling
- Support to instructors who teach learning disabled students
- Individual and small group instructional support

IDENTIFICATION AND ASESSMENT:

All students are tested to identify those in need of academic assistance, and instructors may do informal testing. No specific screening for learning disabilities is done. Comprehensive learning disability evaluation is not available.

INSTRUCTIONAL SUPPORT/ACCOMMODATIONS

Instructors may provide additional time and alternative settings for test taking. Tests may be taken orally, sometimes answers may be taped, and readers and note takers are available. A variety of ways are provided for students to demonstrate their knowledge, and projects are sometimes accepted instead of examination.

In class, instructors may provide extra time for completion of assignments. In-class assignments may be completed outside of class, and alternative projects are acceptable. Dictating and editing services are available. Outlines of lectures and detailed syllabi, programmed instruction and a variety of presentations are offered to students.

Technical aids include tape recorders and note takers.

COUNSELING:
Individual career/vocational counseling, job placement services and personal counseling are available to all students, free of charge.

COMMENT:
Students with learning disabilities who have attended Colorado Christian University have been successful in finding jobs within nine months of graduation. Fifty percent have gone on to graduate school. This is due to small classes, a competency-based approach to education, flexibility of program, and individualization

COLORADO COLLEGE http://www.coloradocollege.edu/

14E Cache la Poudre
Colorado Springs, CO 80903

Special Services/Disabilities Contact:
Mike Edmonds, Dean of Students
Phone: (719) 389-6684

TYPE OF SCHOOL: Four Year Private College

ENROLLMENT: 2,103

ADMISSIONS/REGISTRATION:
Colorado College is a highly selective, small liberal arts college offering an intense academic program. Entrance requirements include GPA, SAT or ACT, class rank, letters of support, extracurricular activities, and personal essays. A composite of all of the above data is considered for admission. For students with learning disabilities, non-standard SAT scores are accepted. Admission requirements for the L.D. student are the same as those for the general population. Financial aid is available if the student qualifies. Credit is not given for remedial classes, but is granted for certain tutorial classes. Required courses may be waived by petition, a course may be taken elsewhere and transferred in, a course may be taken for pass/fail grade, and an equivalent class may be substituted for another.

PROGRAM:
There is no specific program for students with learning disabilities or for other disabled students. Support is offered to these students, as to all students, from the counseling center, the writing center and academic advisors. Small classes and the sensitivity and flexibility of the instructors combine to help these students succeed.

PROGRAM EMPHASIS:
Counseling for social/emotional issues
Career/vocational assessment and counseling
Individual and/or small group instructional support

IDENTIFICATION AND ASSESSMENT:
Incoming students do not undergo screening to determine their academic levels. No assessment is available at the college. Occasionally a student may be referred off campus for testing at his or her own expense. The student is urged to share any test results with their academic advisor and instructors.

ACCOMMODATIONS/INSTRUCTIONAL SUPPORT:
Instructional support is at the discretion of the faculty. Individual tutoring in subject areas from instructors and small group instruction in study skills and time management from counseling staff are available to all students.

COUNSELING:
Career/vocational counseling, assessment, and job placement services are available to all students through the career center. Individual and small group personal counseling are also supplied at no cost to the student. No special service is available for the learning disabled.

HOUSING:
Available on campus

COMMENT:
The college operates on a one-course-at-a-time, three and one-half weeks, intensive block plan. Different classes offer different teaching styles. In the past individual faculty members have been willing to work with students with special needs who qualify for admission to the college.

COLORADO SCHOOL OF MINES

http://www.mines.edu/

Admissions Office
Weaver Towers- 1811 Elm St.
Golden, CO 80401
(303) 273-3220
FAX: (303) 273-3509

Special Services/Disabilities Contact:
Eve Jordal
Student Life & Office Executive Assistant to Dean of Students
Colorado School of Mines
Golden, CO 80401
Telephone: 303-273-3231

TYPE OF SCHOOL: Four-Year State University

ADMISSIONS/REGISTRATION:
Admission requirements include examination of grade point average relative to courses taken, academic performance in chosen curriculum, and placement in the upper third of the student's graduating class. A certain percentage of students are admitted who do not meet admissions requirements. Policies governing registration are the same for all students. Arrangements can be made for the learning disabled. No credit is given toward graduation for remedial course work and no courses may be waived.

PROGRAM:
The Colorado School of Mines provides academic assistance, accommodations and services as recommended by the identified student's documentation.

PROGRAM EMPHASIS:
Admissions requirements include high academic potential. Assistance is available to all self-identified disabled students.

IDENTIFICATION AND ASSESSMENT
No screening is done to identify academic or skill deficiencies. If assessment is needed, either the Dean of Students Office or the Student Development and Academic Services Center should be contacted for appropriate referral resources.

ACCOMMODATIONS/INSTRUCTIONAL SUPPORT:
Instructors provide additional time for test taking and to complete assignments, preferential seating, interpreters and note-takers as needed, etc.

COUNSELING:
Career/vocational counseling, personal counseling and job placement serves are available to all students.

HOUSING:
Available on campus

COMMENT:
Mines offers an engineering degree and has a highly technical curriculum requiring academic skills that are well above average.

COLORADO STATE UNIVERSITY www.colostate.edu

Spruce Hall
Fort Collins, CO 80523
(970) 491-1101

Special Services/Disabilities Contact:
Rosemary Kreston, Director, Resources for Disabled
116 Student Services
Fort Collins, CO 80523
Phone: (303) 491-6385

TYPE OF SCHOOL: Four-Year State University

ENROLLMENT: 16,107

ADMISSIONS/REGISTRATION:

The University selects for admission students who demonstrate the greatest potential for attaining a degree. All applications are carefully and individually reviewed. Several factors are considered including grade point average, class rank, number of academic units, scores from the ACT or SAT, leadership qualities, trend in quality of high school performance, and appropriateness of proposed program of study. Untimed ACT or SAT scores are accepted. A personal essay and letters of recommendation are encouraged. Documentation of learning disability should be submitted.

Policies regarding students with learning disabilities are no different than those regarding the general population. No credit is granted for remedial course work. Courses may be waived on petition to the dean, attempted or failed courses may be dropped, courses may be taken elsewhere and transferred in, and one course may be substituted for another.

PROGRAM:

The services offered to students with learning disabilities have been in existence ten years and serve 210 students. Free subject matter tutoring, alternative testing, note taking, taped textbooks, and priority registration are offered.

PROGRAM EMPHASIS:

1. Support to instructors who teach learning disable students.
2. Thorough, comprehensive individual assessment.
3. Individual and/or small group instructional support.
4. Career/vocational assessment and counseling.
5. Counseling for social/emotional issues.

IDENTIFICATION AND ASSESSMENT:

Any student who knows help is necessary can request it. Informal interviews are available from the department staff and a full free assessment is available to any student through the counseling center. Results are discussed with the student, who is urged to share them with his/her advisor, instructors and family. Data is used for future planning.

ACCOMMODATIONS/INSTRUCTIONAL SUPPORT:
During testing instructors provide additional time to complete assignments, alternative settings, readers and note takers, opportunity to tape answers, and dictating and editing services. In-class assignments may be completed outside of class. Occasionally lecture outlines and detailed syllabi are provided.

COUNSELING:
Career/vocational counseling assessment, and job placement services are available to all students through the Counseling Center. Individual and small group personal counseling is available for all students. The Director or Resources for Disabled Students provides individual counseling for disabled students. If a student requires more than five sessions from the counseling department, a small charge is made.

HOUSING:
Available on campus

COMMENT:
CSU believes that mainstreaming can work when the student is ready for it and wants it. Students must know the kind of help they need and be willing to ask for it.

FORT LEWIS COLLEGE www.fortlewis.edu

Office Of Admission & Development
1000 Rim Drive
Durango, CO 81301-3999
(970) 247-7184
(970)-247-7179 FAX

Services/Disability Contact:
Catherine Sugnet
Service For Students With Disabilities
204 Noble Hall
Learning Assistance Center
1000 Rim Drive
Durango, Co 810301
Phone: (970) 247-7459
E-Mail: Grigg_K@Fortlewis.Edu

TYPE OF SCHOOL: Four-year, undergraduate liberal arts college

ENROLLMENT: 4,357

ADMISSION/REGISTRATION:

Fort Lewis College selects for admission those applicants who appear to be best qualified to benefit from and contribute to the educational environment of the college. Prospective students must be either a high school graduate or have successfully passed the GED test. All freshman applicants must have their results of the ACT or SAT examination sent to Fort Lewis prior to acceptance by the College.

PROGRAMS:

Fort Lewis College provides access, accommodation and advocacy for students with disabilities. Reasonable accommodations are made on an individual basis for students with documented disabilities. It is the responsibility of the student to contact this office and to submit current documentation to verify the disability. Outlines of Fort Lewis College eligibility requirements that are necessary to document various disabilities and a copy of the Policy and Procedures for this service are available through this office.

COUNSELING:

Counseling services are based on the philosophy that personal/emotional development is an integral part of a student's intellectual development. The Counseling and Student Development Center has a staff of professional counselors committed to implementing this philosophy. The primary goals are to provide:

- An academic support system to help students overcome obstacles in their academic programs.
- A counseling service to help students cope with crises or other immediate needs in their lives.
- An educational service to promote positive personal development.
- A support and information/referral service.

Personal counseling is confidential and is offered through individual and small group counseling. It is intended to be supportive to assist students in solving their problems of a short-term nature. Services are free to students on short-term basis. There is a charge for therapy after a set number of sessions, for group counseling, and for testing services. If additional services are needed, students can be referred to the Health Center, appropriate mental health agencies, or practicing professionals in the community.

HOUSING:
Available on campus

COMMENT:
Students desiring accommodations are advised to contact Services for Students with Disabilities as early as possible, after being admitted, so that services may be arranged in a timely matter.

MESA STATE COLLEGE www.mesastate.edu

P.O. Box 2647
Grand Junction, CO 81502
(970) 248-1020

Services/Disability Contact:
Sandra Wymore
Coordinator Educational Access Services
Mesa State College
1100 North Avenue
Grand Junction, CO 81501
Telephone: (970) 248-1801
E-mail: swymore@mesastate.edu

TYPE OF SCHOOL: Four-year state college and area vocational school offering Masters, Bachelors, Associates and Certificate programs

ENROLLMENT: 5,210

ADMISSIONS/REGISTRATION:

Admission to Mesa State College for first-year students is based on a combination of high school grade point average and ACT or SAT scores. Students may submit a high school equivalency (GED) certificate in lieu of the high school transcript. In general, students meet the minimum admission qualifications if they have achieved a 19 ACT and a 2.4 GPA. General admission does not guarantee acceptance into a specific program.

PROGRAM:

Mesa State College does not have special programs or learning disability specialist to work with students with learning disabilities. However, accommodations that meet the mandates of federal legislation are available to students with disabilities through Education Access Services.

The following accommodations are available, when appropriate: additional time, a reader, or scribe for testing; volunteer note taker supplies, assistance in obtaining recorded textbooks and tape recording of lectures.

PROGRAM EMPHASIS:

1. Direction and referrals to assist students to find resources and approaches to best meet their individual needs
2. Independence of students

IDENTIFICATION AND ASSESSMENT:

Students with learning disabilities are self-identified and must provide documentation of the disability.

ACCOMMODATIONS/INSTRUCTIONAL SUPPORT:

Faculty assists Educational Access Services in providing appropriate accommodations. Students must initiate requests for accommodations, as needed.

COUNSELING:
Career development and educational counseling are available to all students. Short-term psychological counseling services, crisis intervention, developmental groups, and supportive counseling are available through the student assistance program.

HOUSING:
Available on campus – traditional residence halls, suites, apartments

METROPOLITAN STATE COLLEGE

http://www.mscd.edu/

Auraria Campus
Campus Box 16,
P.O. Box 173362
Denver, CO 80217-3362
(303) 556-3058

Metro North
11990 Grant St. # 102
Northglenn, CO 80233

Metro South
5660 Greenwood Plaza Blvd
Suite L 100
Englewood, CO 80111

Services/Disability Contact:

Lisa McGill, Director, Disability Service Office
Arts Building #177
1111 West Colfax Avenue
Denver, CO 80204
Telephone: (303) 556-8387
TTY: (303) 556-8484

Student Support Services
Central Classroom Building, Room 201
(303) 556-4722

TYPE OF SCHOOL: Four-year state college

ENROLLMENT: 17,500

ADMISSIONS/REGISTRATION:

Admissions requirements include a 2.5 GPA, a cumulative score of 800 on the SAT or 19 on the ACT (preferred test), and the student must rank in the upper two thirds of their graduating class. A 2.0 GPA required for transfers. Modified ACT and SAT tests are accepted. During registration, students may consult with the program advisors select instructors. Credit is granted for study skills, but not for any other remedial work. Required courses may be waived through petition and one class may be substituted for another equivalent class.

PROGRAMS

The college awards bachelor of science, bachelor of arts and bachelor of fine arts degrees. Students can choose from 49 majors and 70 minors offered through three schools: Business; Letters, Arts and Sciences; and Professional Studies. Programs range from the traditional disciplines, such as history and biology, to contemporary fields of study, such as Chicano studies and health care management. The college offers several bachelor's degree programs unique in Colorado, including aviation management, health care management, land use, meteorology, and surveying and mapping. Students may also design their own degree through the Individualized Degree Program.

ACCOMMODATIONS/INSTRUCTIONAL SUPPORT:

The DSO will provide accommodations as mandated under the ADA and Section 504 of the Rehabilitation Act. Since each disability and the particular circumstances surrounding each request for accommodations is unique, it is impossible to predict which accommodations will be provided to any given student. The following is a list of potential accommodations which may be granted based on the students disability and how it impacts them in a postsecondary educational environment.

Examples include:

- Extended Time for taking exams
- Private Room for taking exams
- Scribe for taking exams
- Reader for taking exams
- Computer for taking exams
- Enlarged Print exams
- Interpreter for classes
- Note-taker for classes
- Books on Tape
- Adaptive Equipment

Note: This is not an exhaustive list of potential accommodations.

HOUSING:
Not available on campus

COMMENT: Metropolitan State College shares the Auraria Campus with Community College of Denver and University of Colorado at Denver.

REGIS UNIVERSITY

www.regis.edu

Mail Stop H-12
3333 Regis Blvd
Denver, CO 80221
(303) 458-4135
Fax: (303) 964-5485

Services/Disability Contact:
KoKo Oyler, Director, Disability Services
Regis University
3333 Regis Boulevard, G-18
Carroll Hall 225
Denver, CO 80221
Telephone: (303) 458-4941
Fax: (303) 964-3647
E-mail: koyler@regis.edu

TYPE OF SCHOOL:

Regis University is a coeducational Jesuit university that includes Regis College, the School of Health Care Professions, and the School for Professional Studies. Regis College is a traditional four-year undergraduate Liberal Arts college and is described herein. Regis College reflects the emphasis of the University as a whole: to provide a values-centered education that encourages critical thinking and service to others, within a supportive community environment.

ENROLLMENT:

1,200

ADMISSIONS/REGISTRATION:

All students, including those with disabilities, must meet regular admissions standards established by the university. Regis University operates in accordance with applicable laws on equal opportunity and non-discrimination in the consideration of eligible students for admission, scholarships, awards, and financial aid. For more information, contact the Office of admissions, 303-458-4900.

Financial aid in the form of loans, grants, scholarships, and on-campus employment is available to all qualified applicants. For the 1999-2000 school year, nearly 85% of students received some form of financial aid through the Financial Aid Office, 303-458-4066.

PROGRAM:

Regis University is committed to ensuring equal opportunity for students with disabilities to succeed, by providing equal access to Regis' programs and services through Disability Services. The following are examples of services, accommodations and assistive technology available on an individualized basis to students with disabilities who present appropriate documentation to the Disability Services Director:

- Services – Evaluation of documentation, self-advocacy training, test taking and learning strategies assistance, mentoring programs

- Accommodations For courses: Sign language interpreters, real-time captioners, note-takers, readers, scribes extended test-taking time. For campus accessibility: Map showing accessible routes on campus; telephones at wheelchair height in residence halls.
- Assistive Technology – CCTVs (closed circuit television), reading machine, for-track tape recorders, books on tape, FM listening systems, TDDs (telecommunications device for the deaf), accessible computer station with voice recognition, screen reading and magnification software.

PROGRAM EMPHASIS:
Disability Services promotes the incorporation of universal design concepts in instruction, technology, and facility development for optimum accessibility. It also emphasizes the empowerment of students with the knowledge, attitude, and skills they need to be successful, fulfilled individuals.

IDENTIFICATION AND ASSESSMENT:
To be eligible for accommodations, enrolled students with disabilities need to register with Disability Services and present documentation of disability to the Director of Disability Services. (For the documentation to be accepted, it must adhere to the Documentation Guidelines for Regis University, posted at http://www.regis.edu/disability). The Director of Disability Services will review the documentation with the student, go over self-advocacy steps, discuss appropriate accommodations and auxiliary aids for each class, and then complete a form letter listing suggested accommodation for the student to share with instructors.

INSTUCTIONAL SUPPORT/ACCOMMODATIONS:
Peer tutors in all subjects and Writing Skills Center Tutors are available to all students. The Disability Services Director sets up appropriate accommodations and teaches students learning strategies as needed (see above). Support is also given to instructors regarding ways to best accommodate students in the classroom.

COUNSELING:
Academic advising for all students is provided by professors in the student's major interest area, with input from the Disability Services Director as needed. Career counseling, personal counseling, and biofeedback training for test anxiety are available to all students in the Life Directions Center.

HOUSING:
Available on campus

COMMENT:
In addition to Disability Services, Regis College has a program for students with transitional learning support needs, called the Freshman Commitment Program. Some of these students do have disabilities. For more information, contact Admissions, 303-458-4900.

UNIVERSITY OF COLORADO BOULDER

http://www.colorado.edu/

Boulder Campus
Boulder, CO 80309
(303) 492-8671

Special Services/Disability Contact:
Cindy Donahue, Interim Director,
Disability Services
University of Colorado at Boulder
Willard Hall, Room 322
107 UCB
Boulder, CO 80309
(303) 492-8671
Fax: (303) 492-5601

http://www.colorado.edu/sacs/disability
Jayne MacArthur, Coordinator,
Academic Access and Resources
107 UCB
Boulder, CO 80309-0107
(303) 494-8671

TYPE OF SCHOOL: Four year state university

ENROLLMENT: 26,000

ADMISSIONS/REGISTRATION:
There is no special admissions process at the University of Colorado at Boulder for students with disabilities. All application information should be submitted to the Office of Admissions by February 15, but disability documentation should be submitted directly to Disability Services, 107 UCB, Boulder, CO 80309-0107.

IDENTIFICATION AND ASSESSMENT:
The University of Colorado provides support for students with disabilities in two different ways:
1) Students who provide documentation of a disability may utilize the services of the program
2) In order to receive classroom or test accommodations, documentation must meet Disability Services requirements with respect to currency, completeness and appropriateness and must provide evidence of a substantial limitation of a major life function. Documentation requirements for CU Boulder can be found by accessing the Disability Services website.

PROGRAMS:

- Academic Access and Resources Program supports students with disabilities through individual strategy development sessions.
- Writing Lab for students with disabilities
- Career Program for students with disabilities
- Assistive Technology Lab
- Deaf and Hard of Hearing services

INSTRUCTIONAL SUPPORT:
Students with disabilities meet the same requirements as all other students. Graduation requirements are not waived. Students with disabilities may qualify for enrollment in the Modified Foreign Language Program provided by the university. Students who struggle with mathematics should speak with a Disability Specialist about options for satisfying this requirement.

COUNSELING:
When students with disabilities request services, they are assigned to a Disability Specialist who is available to work with the student on an individual basis. The Specialist can be supportive in a variety of ways including strategy sessions, test and classroom accommodations, advocacy, academic advising, and referral to other resources.

PROGRAM EMPHASIS:
Disability Services works cooperatively with students as they build self-awareness, learn self-advocacy, become more independent, and create a network of resources. DS provides support services by using an individualized approach working from the student's diagnostic/assessment information. The learning process begins with self-understanding and self-acknowledgement. Emphasis is on developing strategies so students feel empowered and self-reliant.

HOUSING: The Department of Housing makes decisions about accommodations for students with disabilities. Freshmen are expected to live in the residence halls.

COMMENTS:
Students must initiate requests for services by submitting documentation of a disability to the Disability Services office and requesting services in advance.

UNIVERSITY OF COLORADO AT COLORADO SPRINGS

http://www.uccs.edu/

1420 Austin Bluffs Parkway
Colorado Springs, CO 80907
(719) 262-3000

Special Services/Disability Contact:
Katherine Simonton
Disability Services Coordinator
P.O. Box 7150, CH104
Colorado Springs, CO 80933
Telephone: (719) 593-3354
TTY: (719) 262-3653

TYPE OF SCHOOL: Four year state university

ENROLLMENT: 6,800

ADMISSIONS/REGISTRATION:
GPA, SAT and ACT scores, class rank and quality of academic units undertaken interact to determine eligibility for admission. College entrance scores that are non-standardized are accepted.

PROGRAM:
The Disability Services Office serves persons who are cognitively, psychologically or physically challenged. Specialists provide effective study strategies and support services to foster learning and a positive university experience. The primary philosophy is to help the student be as independent as possible by providing an individual support program to enable student success. Individual and small group instruction is available in study skills, content, time management, learning styles and learning strategies. There is no charge for these services.

PROGRAM EMPHASIS:
1. Assisting students' development of cognitive strategies to help them function as independently as possible.
2. Individualized academic support
3. Development of faculty awareness to elicit cooperation in designing strong educational support.

IDENTIFICATION AND ASSESSMENT:
A general screening of all students to identify specific academic skill deficits is not made; however, informal testing and clinical interviews are available upon request. Extensive testing for diagnosis is available at moderate cost off-campus.

ACCOMMODATIONS/INSTRUCTIONAL SUPPORT:

The University complies with those requirements delineated by Section 504 of the Rehabilitation Act of 1970 and the Americans with Disabilities Act of 1990. This includes extended time in a non-distracting environment for test taking as well as various adaptive technology and accommodations. Faculty is receptive to individual needs.

COUNSELING:

Personal issues counseling is available to all students through the University Counseling Center.

HOUSING:

Available on campus

UNIVERSITY OF COLORADO AT DENVER

http://www.cudenver.edu/

P.O. Box 173364
Denver, CO 80217-3364
(303)556-2400

Services/Disability Contact:
Greg Sullivan, Counselor
Disability Services Office
Campus Box P
P.O. Box 173361
Denver, CO 80217
Telephone: (303) 556-8387
TDD: (303) 556-8484

TYPE OF SCHOOL: Four-year state university

ENROLLMENT: 11,000

ADMISSIONS/REGISTRATION:

Admissions requirements include a score of 21 on the ACT or 950 on the SAT and a class rank in the upper 30th percentile along with a 3.0 GPA. (Modified ACT or SAT test scores are accepted). Transfers must have earned 12 credit hours for liberal arts, 24 credit hours for business or engineering programs and a 2.0-2.5 GPA. A certain percentage of students are admitted who do not qualify under admissions criteria but must qualify as "disadvantaged".

During registration, students may consult with program advisors about selecting instructors. Credit is granted for study skills but not for any other remedial work. Required courses may be waived through petition after an attempt has been made to pass them. A class may be substituted for an equivalent class and classes may be taken on a pass/fail basis.

PROGRAM:

Advocacy and support services are provided through the office of Disability Support Services. Accommodations include but are not limited to: priority registration, alternative testing (extended time on tests, private room, reader, scribe, use of computer), assistance in identifying volunteer note-takers, access to assistive technology, sign language interpreters and assistance with any general needs or concerns.

HOUSING:

Not available on campus

UNIVERSITY OF DENVER **http://www.du.edu/**

University Hall
2197 S. University Blvd
Denver, CO 80208

SERVICES/DISABILITY CONTACT:
Learning Effectiveness Program
2050 East Evans Avenue, Suite 046
Denver, CO 80208
Telephone: (303) 871-2372
FAX: (303) 871-3939
e-mail: lep-info@du.edu

TYPE OF SCHOOL:

Four-year private university

ENROLLMENT:

Approximately 9,360 (3,920 undergraduates)

ADMISSIONS/REGISTRATION:

Students with learning disabilities are admitted through the regular admissions process with LEP staff giving input to the office of admission. The average GPA of applicants is 3.4 with a median class rank in the 86th percentile. The average ACT score is 24 and the average SAT score is 1100. Letters of recommendation and personal essay are required. An interview is recommended. Applicants with learning disabilities should submit recent diagnostic testing including a WAIS-R, Woodcock-Johnson Revised, and/or ADHD battery if they wish the LEP to give input on their applications.

Applicants with learning disabilities must have at least a 2.0 GPA and have had a college prep curriculum in high school. Applicants are encouraged to take SAT or ACT untimed. There are no special remedial classes for students with learning disabilities, and they are expected to compete in regular classes.

PROGRAM:

The Learning Effectiveness Program (LEP) is a comprehensive program designed to provide support to students with learning disabilities who attend the University of Denver. Through educational therapy and the use of academic counselors, the LEP works with students one-on-one to determine their learning styles and to develop skills that will make them successful university students. The LEP encourages its students in three crucial areas of skill development: Self-advocacy, articulation of strengths and weaknesses, and independent learning strategies. The director, six academic counselors, and support staff provide services to approximately 200 students.

Cost for the Learning Effectiveness Program for the 1999-2000 academic year was $2,550 with a modest increase expected. Students who qualify for financial aid should include the LEP fee in their statement of need; often, the fee for the LEP is met with students' financial aid packages.

Students who feel that they need only basic accommodations rather than the comprehensive program should contact the Undergraduate Accommodations Program at (303) 871-2455.

PROGRAM EMPHASIS:

The LEP focuses on helping students develop skills in three areas:

1. Self-advocacy
2. Articulation of strengths and weaknesses
3. Independent learning strategies

IDENTIFICATION AND ASSESSMENT:

Most students enter the program with diagnostic testing. An update of current academic levels is completed in the fall, when students enter the program. Complete diagnostic testing is available at a moderate cost, and results are discussed with the student. Students are encouraged to share the results of testing with advisors, instructors, and family. Results are used to develop an educational plan.

INSTRUCTIONAL SUPPORT:

All students are assigned to a primary academic counselor. First-year students are encouraged to hold weekly meetings with their counselor to develop an academic plan. Academic counselors provide academic advising, paper writing assistance, learning strategies, emotional support, and advocacy within the University. Students also have access to graduate student subject tutors. The LEP coordinates extended time tests and books on tape. Students may also use the LEP computer lab.

COUNSELING:

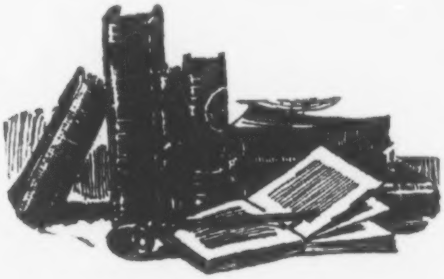
Academic counselors provide LEP students with emotional support and work closely with the career and counseling centers to give students access to more in-depth counseling.

HOUSING:

Available on campus

COMMENT:

Essential to the success of LEP students is their commitment to their own academic and personal growth and their willingness to participate fully in the program. The LEP bases it's program on self-advocacy and student responsibility.



UNIVERSITY OF NORTHERN COLORADO www.unco.edu

Carter Hall 3006
Campus Box 10
Greeley, CO 80639
(970) 351-2881
Fax: (970)351-2984
Denver: 720-859-9966
1-888-700-4UNC

Services/Disability Contact:
Nancy Kauffman
Director, Disability Access Center
Telephone: (970) 351-2289
Fax: (970) 351-4166

TYPE OF SCHOOL: Four-year state university

ENROLLMENT: 10,000

ADMISSIONS/REGISTRATION:

Requirements include GPA, SAT or ACT scores, and class rank. From these three criteria, an admissions index is calculated. There are no special admissions considerations for the learning disabled student. No special arrangements or treatment for the learning disabled student are made and no courses are waived.

PROGRAM:

The program, Disability Access Center, has a full-time director and serves all students with documented disabilities. No specific program is available for the learning disabled. However, we work with students who have a diagnosed learning disability on an individual basis.

PROGRAM EMPHASIS:

- Individual and/or small group support

IDENTIFICATION AND ASSESSMENT:

Identification of students with learning disabilities is accomplished through self-identification or referrals from high school counselors and university professors. We do not provide assessments for learning disabilities, but can refer students to evaluation sources. It is the responsibility of the student to provide clinical documentation of his/her disability in order to qualify for services.

INSTRUCTIONAL SUPPORT:

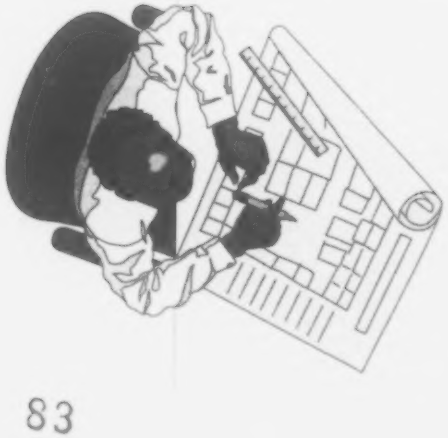
There is no specific support to the learning disabled; however, those students are assisted on an individual basis. Test accommodations are provided when disability documentation verifies the need. Adaptive technology, books on tape, and learning strategy workshops are available for those eligible for these services. The student must provide appropriate disability documentation according to UNC disability guidelines and meet with Director to request services.

COUNSELING:
Career/vocational counseling, assessment and job placement services are available to all students. No special considerations are given to the learning disabled student.

Individual and small group counseling is available to all students for social adjustment problems through the counseling department. Services are provided without charge.

HOUSING:
Available on campus

COMMENT:
Although no program designed specifically for the learning disabled student exists at UNC, those students who require help are assisted on an individual basis.



UNIVERSITY OF SOUTHERN COLORADO www.uscolo.edu

2200 Bonforte Blvd
Pueblo, CO 81001-4901
(719) 549-2306
Fax: (719) 549-2650

Services/Disability Contact:
Sharon Hatton-Montoya, Associate Director of the USC Learning Center
Psychology Suite 232
2200 Bonforte Boulevard
Pueblo, CO 81001
Telephone: (719) 549-2225

TYPE OF SCHOOL: Four-year state university

ENROLLMENT: 4,300

ADMISSIONS/REGISTRATION:

Requirements include a 2.0 GPA, total ACT scores of 18.5, and placement in the upper two thirds of the high school class. These requirements are somewhat flexible and a certain percentage of students who do not meet them are admitted. Policies for the learning disabled student are the same as for the general population. No credit is offered for any remedial course work, nor are any required courses waived.

PROGRAM:

Students must register with the Disability Services Office and submit complete, current documentation. Services include 504 and ADA accommodations and adaptive technology. All services are provided according to the documented needs of the individual student.

PROGRAM EMPHASIS:

1. Provide equal access for "otherwise qualified" individuals with disabilities
2. Provide services to students with disabilities
3. Assist in the development of reasonable accommodations for qualified students
4. Assist students in becoming self-advocates

IDENTIFICATION AND ASSESSMENT:

Students with disabilities are expected to take the math and writing assessment that are required of all incoming students. If accommodations are needed for these assessments, prior arrangements should be made. No screening for disabilities is available. Students must provide current documentation (within three years in most cases) of their disability. The documentation is used to develop an accommodation plan.

INSTRUCTIONAL SUPPORT:

Testing accommodations may include extended time on exams and quizzes, alternative testing sites, alternative testing formats, readers, and scribes. Other accommodations may include extended time for assignments, note takers, and books on tape. (Since accommodations are based on individual documentation, not all accommodations are listed.) Individual tutoring is available through Student Support Services for those who qualify for their program. Technical aids include tape recorders, and adaptive technology, which includes Kurzweil 1000 for visually impaired students, Kurzweil 3000 for students with dyslexia, Dragon Dictate, Dragon Dictate Power voice, and Jaws Screen Reader.

Tutoring is available to all students through the Math Learning Center and the USC Writing Room.

COUNSELING:
Career/vocational counseling, assessment and job placement services is available to all students without charge through the Career Center.

HOUSING:
Available on campus

WESTERN STATE COLLEGE www.western.edu

Gunnison, CO 81231
(970) 943-2119

Services/Disability Contact:
Jan Edwards, Director of Disability Services
College Union 201
Phone: (970) 943-7056
TTY: (970) 943-3217
Fax: (970) 943-2702
mailto:jedwards@western.edu

TYPE OF SCHOOL: Four-year state college

ENROLLMENT: 2,500

ADMISSIONS/REGISTRATION:
All students applying for admission to Western State College should complete the standard admissions process through the Admissions office. Admission to Western depends on academic performance and background, standardized test scores, and personal attributes. Normally, students are admitted if they meet the following criteria: 1) graduation from an accredited high school; 2) a cumulative grade point average of 2.5 or better (on a 4.0 scale of college-prep courses) and/or rank in the upper two-thirds of the graduating class; and 3) a score of 20 or higher on the ACT or 950 or higher on the SAT.

PROGRAM:
Disability Services offers support to students with documented disabilities, including learning disabilities. Our staff members coordinate support services, which are provided on an individual basis. We encourage students to develop independence and to take responsibility for their academic experiences. Our mission is to assist students in accessing all aspects of the college community.

PROGRAM EMPHASIS:
To provide direct support services to enable individuals with disabilities to participate in and benefit from all college programs and activities.

IDENTIFICATION AND ASSESSMENT:
Students with disabilities who request services at Western are required to submit documentation of disability to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Documentation guidelines are available upon request. The Disability Services staff will review the appropriateness of submitted documentation and requests for accommodations, auxiliary aids, and services on a case-by-case basis. Note: Western does not provide assessments or diagnoses of disabilities.

ACCOMMODATIONS/ INSTRUCTIONAL SUPPORT
Some of the support services used by students include, but are not limited to: alternative testing, books on tape, note-takers, readers, scribes, and assistance with academic advising and course registration.

COUNSELING:
Disability Services provides academic counseling.

HOUSING:
Available on campus

COMMENT:
Students who plan to use services should contact Disability Services as soon as possible after acceptance to Western to begin the process of arranging support services.

APPENDIX A

Questionnaires and Tip Sheets

CHOOSING A POST SECONDARY SCHOOL: GUIDELINE QUESTIONS

I. QUESTIONS TO ANSWER ABOUT YOURSELF BEFORE YOU DECIDE

1. Why do I want to attend another school after high school?

2. What are my plans after I attend a post secondary school?

3. How will I pay for tuition and books?

4. What kind of things do I do well?

   What do I enjoy doing?

   What do I learn easily?

5. How does my disability affect me?

   What kinds of things are hard for me to learn?

6. What services or aids have helped me learn in the past?

7. What help do I think I'll need to succeed in college or vocational school?

8. Am I prepared to spend extra time and effort to succeed in college or a vocational program?

9. Can I explain to someone clearly and concisely what my learning problems are and how I learn the best?

Am I willing to share this information with others?

10. Am I willing to visit the school to interview instructors and others who could help me and to observe classes I would be taking?

II. QUESTIONS TO ANSWER ABOUT THE SCHOOL(S) BEFORE YOU DECIDE

1. Name of school:

   What is the name and phone number of the person who works most closely with the learning disable students at this school?

2. What is it that I really like about this school?

3. Does the school have courses in the field I want to study?

4. What is the tuition? Will I have to pay room and board? Can I afford to go?

5. What are the requirements for being accepted to the school? Are there any special considerations given to students with disabilities if they don't meet the requirements?

6. Is there a special program to help learning disabled students? If yes, what is it called?

7. What kind of academic help is given to learning disabled students?

Basic skills tutoring?

Subject area tutoring?

Other?

8. Are special tests given to help me understand my strengths, interests, aptitudes and areas of weakness?

9. Are there special staff members who help learning disabled students/

If yes

-does the staff tutor

-help students plan their academic program

-act as an advocate for L.D. students with instructors

-consult with instructors

-help teach classes that L.D. students are taking

10. Are the following aids available to learning disabled students?
    - taped texts
    - tape recorders
    - calculators
    - typewriters
    - word processors
    - note takers
    - alternative test arrangements
    - interpreters if needed
    - preferential services
    - academic adjustments such as course sequence
11. Are the following counseling services available?
    - individual
    - career
    - group
    - L.D. peer groups
12. Is there assistance in the career/vocational area in the following?
    - extra help in the classroom
    - supervised job experience
    - transitional planning and assistance
13. Is it possible to "waive" a required class?
    If yes, how is that done?

    Is it possible to alter class sequences?
14. Are there special classes that teach study skills and thinking?

Preparing for College

Parents, Counselors, Teachers and Students may use this list as a reminder of helpful skills and necessary steps to use as a student with a disability moves toward college.

- Make sure it is the student's choice to attend college. The most successful students are those who have high motivation and a good understanding of their particular strengths and weaknesses. They understand that it may be harder and take more time to manage college level work. They are committed to spending the extra time studying, and to requesting and using appropriate accommodations when needed.

- Make sure that cognitive and educational assessments are current (less than three years old) and that the student has a complete set of copies.

- Complete a variety of inventories and assessments that will give the student information about learning styles, career aptitudes, and interests.

- Make sure the student's reading, writing, and study skills are adequate including ways to organize and complete assignments. In addition to high school assistance, consider study skills classes offered by community colleges or private agencies, and/or individual tutoring.

- Consult with the high school to get a good understanding of how much support or special help the student is currently receiving. It is important to determine realistically the level of support that will be necessary at the college level.

- Make sure students have an understanding of their particular disability. They should know and be able to articulate their strengths and weaknesses as well as understand which accommodations work best for them.

- Encourage students to be their own advocates. A good first step is to encourage them to discuss their learning disability and needed accommodations, if any, with their regular high school instructors.

- Help students to increase their independent living skills. Help them learn to manage their own checking accounts, laundry, cleaning, cooking, routine health care, personal safety, etc.

- Take the ACT or SAT. Obtain appropriate accommodations through the counseling center if needed. Options include extended time, readers, or cassettes.

- Visit colleges before making a definite choice and look at the communities in which they are located. Consider the student's desires and readiness to live away from home.

- Contact the Office of Disability Services at the college you are interested in before applying. Get information on what kinds of services and supports are available and where, if there are modified admissions for LD students, and if there are any special pre-admission requirements.

ADVOCATING FOR YOURSELF

A Primer for Acquiring Accommodations

ACCOMMODATION:	A necessary device or service that helps a person perform a task which otherwise couldn't be accomplished without said device or service.
SELF-ADVOCATE:	To voice one's own needs to another person. In this case, to inform instructors or others of the need for accommodations.

STUDENT KNOW THYSELF

You must be comfortable with yourself and your disability before you are able to tell others what accommodations you may need to help you in school. In order to approach an instructor with your need for accommodations, you must first be able to tell yourself the same thing. To do this, take out a piece of paper and pen or pencil, and answer the five W's:

What accommodations am I asking for?
Why do I need the accommodations?
Who am I asking for the accommodations?
When (what date and time) do I need the accommodations?
Where can I get the accommodations or where can I use them?

What am I asking for?
Be as specific as possible about what accommodations you need. You are the only one who knows **EXACTLY** what works for you. If you can't explain, describe or otherwise get the point across to yourself what your needs are, then you won't be able to do that with an instructor. If you are not sure what accommodations you will need perhaps you can brainstorm with the instructor or the disability services coordinator and see what ideas come out of it.

Why do I need the accommodations?
You must know yourself, your disability, your strengths and weaknesses in order to answer this question. If you haven't as yet faced the challenge of identifying yourself or your need for accommodations, now is the time to do so.

Who am I asking?
Are you asking the instructor, staff member, or other person for accommodations? The best time to approach instructors is probably during office hours. If this is not possible, ask to schedule an appointment so that you can discuss the need for accommodations.

When do I need the accommodations?
The sooner you know you will need accommodations and the sooner you tell your instructor, the less stress will be generated all around. For example, if you get a class syllabus on the first day and it lists the dates for the mid-term and final exams, you should approach your instructor that day or very soon after to make arrangements for accommodations. It may also be impossible to make accommodations for you if you wait until the last minute.

Where can I get the accommodations or where can I use them?
The less work the instructor has to do for you, the happier you and that person will be. Self-advocacy means that you have done everything you can do to help yourself obtain your own accommodations. For example, if you've been in the school system for a while and know how to get test accommodations, let the instructor know what must be done. Self-advocacy is not an excuse to yell, "I want what I want, when I want it!" and expect others to do the footwork for you. Do your own homework and figure out where to get the accommodations you need before approaching your instructor with your request (Educational Support Services or the Testing Center to name a couple of places).

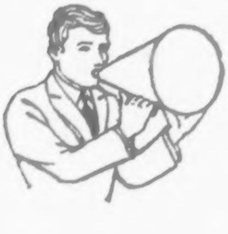
PRACTICE, PRACTICE, PRACTICE

Speaking one-on-one to an instructor outside of class can be a scary thing. When you have to ask for some type of help (accommodation), it can be downright stressful. The best way to lessen the stress is to practice what you'll say.

First look over the notes you've made about the Five W's and put them in some kind of order that is logical for you. Then begin talking out loud and deciding what you want to say, as you would practice making a speech. If it helps to do this in front of a mirror, then do so.

After you've practiced by yourself, perhaps practice the same thing with a friend who can give you feedback or ideas on how to improve your presentation style. Once you feel comfortable approaching the instructor, go ahead and do it. You'll come across as a self-confident student who knows how to take charge of your own needs.

GOOD LUCK!!!!



APPENDIX B

TESTING ACCOMMODATIONS

Testing Accommodations

What Does the ADA Require?

The ADA requires that examinations (and the applications process leading to examination) for licensure, certification, /credentialing be accessible to persons with disabilities regardless of who is doing the test administration. The administering agency is required to establish a process for making accommodations available to persons with disabilities.

The purpose of providing accommodations in testing is to enable the individual to demonstrate his/her mastery of the subject being tested. Individuals with different disabilities may use the same accommodations, and individuals with the same disability may use different accommodations.

What is the Procedure for Requesting Accommodations?

The following wording is frequently found on the standard applications for testing:

> *"if you have a disability and may require some accommodation in taking this examination, be sure to fill out and submit the 'Request for Accommodation' form along with this application. If accommodation is not requested in advance, we cannot guarantee the availability of accommodation on-site.*

Check with the person responsible for scheduling testing or the disability services coordinator to determine the steps necessary to arrange for accommodations.

Is Documentation of Disability Required?

Documentation establishes the validity of the request for accommodation and provides information as to what accommodations are required. The testing entity is not allowed to request disability-related information beyond this. If a person has an observable disability (e.g., those who use a wheelchair, who are blind, or who wear hearing aids), no further documentation may be needed. For those with hidden disabilities (e.g., a learning disability or chronic health impairment) it is appropriate to request documentation of the need for accommodation.

How should Documentation be DONE?

1. The documentation should be completed and signed by a professional (e.g., physician, psychologist, rehabilitation counselor, educator) familiar with the applicant's disability and, if possible, the appropriate accommodations.
2. If the applicant has documentation of having previously received accommodation in a test situation at this institution, it should be sufficient to provide that documentation instead of having new documentation prepared.
3. Verification of disability-related accommodations provided by the testing agency can be released only upon expressed written consent of the individual.
4. All documentation is confidential.

To avoid the need to provide documentation to several people, and to streamline the process, it would be helpful to meet with the disability services coordinator at the school first, provide the necessary documentation to that person, and have them assist you with any required testing.

Is Accommodation Always Required?

Examinations cannot be used exclusively for applicants with disabilities since this would amount to discrimination, therefore, these tests would have to be routinely given to all candidates. Post-secondary institutions are not required to waive tests for students with disabilities. Under the ADA, examinations can only be used to accurately test necessary skills or aptitudes, rather than to the person's impairment. For example, many tests, such as math tests, must be read to be completed but reading itself may not be an essential element of the skill being tested. Based on your own strengths and disability, you may need accommodation for some tests but not for others.

What Accommodations are Considered Reasonable?

- Accessible testing sites
- Alternative location (s)
- Test schedule time variation
- Extended time
- Distraction-free space
- Recording of responses
- Sign language interpreters
- Readers
- Use of adaptive equipment
- Scribed exams
- Alternative test formats

Who Pays for the Cost of Accommodation?

The law requires that the agency administering the examination must provide reasonable accommodation at no cost to the test-taker. A request made in advance is usually required.

Does the ADA Affect Postsecondary Institutions?

Postsecondary institutions that receive federal monies are required to comply with a similar disability nondiscrimination law, Section 504 of the Rehabilitation Act. The ADA upholds and extends the compliance standards in employment. Qualified individuals cannot be excluded from participation in campus programs solely because of their disability.

What Kind of Documentation Must Be Provided?

The kind of documentation will depend on individual colleges and universities. Schools may request:

- Current documentation of a disability;
- Specific description of disability;
- Disability-related needs and recommendations for services; and
- Test scores and interpretation (when appropriate).

Documentation should be current, usually no more than three years old. This information is confidential and not a part of the student's permanent record.

APPENDIX C

DOCUMENTATION GUIDELINES

State of Colorado
Consortium of Support Services for Students with Disabilities

DOCUMENTATION GUIDELINES

INTRODUCTION

Individuals with disabilities who attend or plan to attend a post-secondary institution in Colorado may need reasonable accommodations, modifications, or auxiliary aids in order to have equal access to the programs and services offered. There are two law that require post-secondary institutions to provide these services to otherwise qualified students, Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). Students who need accommodations are responsible for requesting these services from and for meeting with the Disability or Supplemental Services office at their institution for the following reasons.

- To provide documentation that supports the request for services; and
- To discuss the request, the nature of their disabilities, and past experiences.

PURPOSE

These documentation guidelines have been provided to assist students in obtaining appropriate documentation from qualified professionals. Appropriate documentation of a disability is only one part of determining necessary accommodations. The provision of appropriate documentation to an institution helps students educate appropriate staff and faculty about the impact of their disabilities, needs, and potential accommodations. Institutions may request documentation for the following reasons:

- To verify the existence of a disability;
- To assist in the collaborative determination of individual needs and eligibility for auxiliary aids and services to minimize the impact of the disability;
- To personalize students rights to equal access to their institution.

RIGHTS AND RESPONSIBILITIES

In addition to notifying and documenting the need for accommodation(s), students with disabilities also have the following rights and responsibilities:

- Equal access to all programs at each institution;
- Disability related records will be used to determine appropriate services and will be maintained separately from academic records;
- Students initiate all requests for services and/or accommodations to the appropriate office at their institutions;
- Students need to give institutions advance notice of needed accommodation(s);

- Students will need to meet with a Disability or Supplemental Services staff member for an intake appointment and discussion about the nature and impact of their disabilities;
- Submission of documentation is not the same as the request for services; these are two different steps in the process of determination and provision of appropriate accommodations;
- Generally, an Individualized Education Plan (IEP), 504 Plan, or General Education Initiative from a secondary school do not provide thorough information for the documentation of disability and needed accommodations.

The institution and Disability Services staffs have the following rights and responsibilities:

- The institution reserves the right to determine the appropriateness of submitted documentation and request for accommodation(s) on a case by case basis, utilizing the professional judgment of the Disability Services staff;
- Additional information may be requested to determine eligibility for services;
- Relevant information regarding the student's disability may be shared with those who have a legitimate educational interest.

Documentation Guidelines
For
Attention Deficit/Hyperactive Disorder

Attention Deficit/Hyperactive Disorder (AD/HD) is considered a medical or clinical diagnosis. Individuals qualified to render a diagnosis for this disorder are practitioners who have been trained in the assessment of AD/HD and are experienced in assessing the needs of adult learners. Recommended practitioners may include developmental pediatricians, neurologists, psychiatrists, licensed clinical or educational psychologist, family physicians, or a combination of such professionals. The diagnostician must be impartial and not a family member.

The following guidelines are provided to assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations. Recommended documentation includes:

1. A clear statement of ADD or AD/HD with the DSM-IV diagnosis and a description of supporting past and present symptoms;

2. Documentation for eligibility must be current, preferably within the last three years; (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's specific request for accommodations);

3. A summary of assessment procedures and evaluation instruments used to make the diagnosis;

4. A narrative summary, including all scores, which support the diagnosis;

5. A statement of the functional impact or limitations of the disorder or disability or learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested;

6. Medical information relating to student's needs to include the impact of medication on the student's ability to meet the demands of the post-secondary environment.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and the Disability Specialist at [Name of Institution] collaboratively determine appropriate accommodations.

Consortium of Support Services for Students with Disabilities 11/98

Documentation Guidelines
For
Specific Learning Disability

Professionals conducting assessment and rendering diagnoses of specific learning disabilities (SLD) must be qualified. A qualified professional needs to hold a degree in a field related to diagnosis of SLD and have at least one year of diagnostic experience with adults and late adolescents. Recommended practitioners may include: certified and/or licensed psychologists, learning disabilities specialists, educational therapists, diagnosticians in public schools or colleges and rehabilitation services and private practitioners with the above characteristics are typically considered qualified. The diagnostician must be an impartial individual who is not a family member of the student.

The following guidelines are provided to assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations. Recommended documentation includes:

1. Testing that is comprehensive, including a measure of both Aptitude and Achievement in the areas of reading, mathematics and written language;

2. Documentation for eligibility must reflect the current impact the learning disability has on the student's functioning. (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's request for accommodations);

3. A clear statement that a learning disability is present along with the rationale for this diagnosis. (Note: individual "learning deficits", "learning styles", and "learning differences", **do not**, in or of themselves, constitute a learning disability);

4. A narrative summary, including all scores, which supports the diagnosis;

5. A statement of strengths and needs that will impact the student's ability to meet the demands of the post-secondary environment;

6. A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if co-existing AD/HD or other disabling conditions are indicated. The student and the Disability Specialist at [Name of Institution] collaboratively determine appropriate accommodations.

Consortium of Support Services for Students with Disabilities 11/98

Documentation Guidelines For Head Injury/Traumatic Brain Injury

Head Injury or Traumatic Brain Injury is considered medical or clinical diagnosis. Individuals qualified to render a diagnosis for these disorders are practitioners who have been trained in the assessment of Head Injury or Traumatic Brain Injury. Recommended practitioners may include physicians; neurologists; licensed clinical, rehabilitation and school psychologists; neuropsychologists and psychiatrists. The diagnostician must be an impartial individual who is not a family member of the student.

The following guidelines are provided to assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations. Recommended documentation includes:

1. A clear statement of the head injury or traumatic brain injury and the probable site of lesion;
2. Documentation for eligibility must reflect the current impact the head injury has on the student's functioning; (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's specific request for accommodations);
3. A summary of cognitive and achievement measures used and evaluation results including standardized scores or percentiles used to make the diagnosis;
4. A summary of present residual symptoms which meet the criteria for diagnosis;
5. Medical information relating to student's needs to include the impact of medication on the student's ability to meet the demands of the post-secondary environment;
6. A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and the Disability Specialist at [Name of Institution] collaboratively determine appropriate accommodations.

Consortium of Support Services for Students with Disabilities 11/98

Documentation Guidelines
For
Physical Disabilities and Systemic Illnesses

(Includes but is not limited to: Mobility Impairments, Multiple Sclerosis, Cerebral Palsy, Chemical Sensitivities, Spinal Cord Injuries, Cancer, AIDS, Muscular Dystrophy, Spina Bifida)

Any physical disability and systemic illness are considered to be in the medical domain and require the expertise of a physician, including a neurologist, psychiatrist or other medical specialist with experience and expertise in the area for which accommodations are being requested. The diagnostician must be an impartial individual who is not a family member of the student.

The following guidelines are provided to assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations. Recommended documentation includes:

1. A clear statement of the medical diagnosis of the physical disability or systemic illness;

2. Documentation for eligibility must reflect the current impact the physical disability or systemic illness has on the student's functioning, (the age of acceptable documentation is dependent upon the disabling condition, the student's request for accommodations, and the current status of the student. Therefore, disabilities that are sporadic or degenerative may require more frequent evaluation);

3. A summary of assessment procedures and evaluation instruments used to make to diagnosis, including evaluation results and standardized scores if applicable;

4. A description of present symptoms which meet the criteria for diagnosis;

5. Medical information relating to the student's needs to include the impact of medication on the student's ability to meet the demands of the post-secondary environment;

6. A statement of the functional impact of limitation of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and the Disability Specialist at [Name of Institution] collaboratively determine appropriate accommodations.

Consortium of Support Services for Students with Disabilities 11/98

Documentation Guidelines
For
Psychiatric/Psychological Disabilities

(Includes but is not limited to: Depressive Disorders, Post-Traumatic Stress Disorder, Bipolar Disorders, and Disassociative Disorders)

A diagnosis is by a licensed mental health professional including licensed clinical social workers (LCSW), licensed professional counselor (LPC), psychologists, psychiatrists, or neurologists is required and must include the license number. The diagnostician must be an impartial individual who is not a family member of the student.

The following guidelines are provided to assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation serves as the foundation that legitimizes a student's request for appropriate accommodations. Recommended documentation includes:

1. A clear statement of the disability, including the DSM-IV diagnosis and a summary of present symptoms;

2. Documentation for eligibility must reflect the current impact of the psychiatric/psychological disability has on the student's functioning, (the age of the acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's request for accommodations);

3. A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results, including standardized or percentile scores;

4. Medical information relating to the student's needs to include the impact of medication on the student's ability to meet the demands of the post-secondary environment;

5. A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and the Disability Specialist at [Name of Institution] collaboratively determine appropriate accommodations.

Consortium of Support Services for Students with Disabilities 11/98

Documentation Guidelines
For
Deaf/Hard of Hearing

Physicians, including otorhinolaryngologists and otologists are qualified to provide diagnosis and treatment of hearing disorders. Audiologists may also provide current audiograms. The diagnostician must be an impartial individual who is not a family member of the student.

The following guidelines are provided to assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation serves as the foundation that legitimizes a student's request for appropriate accommodations. Recommended documentation includes:

1. A clear statement of Deafness or hearing loss, with an audiogram that reflects the current impact the Deafness or hearing loss has on the student's functioning, (the age of acceptable documentation is dependent upon the condition, the current status of the student, and the student's request for accommodations);

2. A summary of assessment procedures and evaluation instruments used to make the diagnosis and a narrative summary of the evaluation results, if appropriate;

3. Medical information relating to the student's needs, and the status of the individual's hearing (static or changing), and impact on the demands of the academic program;

4. A statement regarding the use of hearing aids (if appropriate);

5. A statement of the functional impacts or limitations of the hearing loss on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and the Disability Specialist at [Name of Institution] collaboratively determine appropriate accommodations.

Consortium of Support Services for Students with Disabilities 11/98

Documentation Guidelines
For
Blind/Low Vision

Ophthalmologists are the primary professionals involved in diagnosis and medical treatment of individuals who are blind or experience low vision. Optometrists provide information regarding the measurement of visual acuity as well as tracking and fusion difficulties. The diagnostician must be an impartial individual who is not a family member of the students.

The following guidelines are provided to assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation serves as the foundation that legitimizes a student's request for appropriate accommodations. Recommended documentation includes:

1. A clear statement of vision related disability with supporting numerical description that reflects the current impact the blindness or vision loss has on the student's functioning, (the age of acceptable documentation is dependant upon the disabling condition, the current status of the student and the student's request for accommodations);
2. A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results including standardized scores;
3. Present symptoms that meet the criteria for diagnosis;
4. Medical information relating to the student's needs and the status of the individual's vision (static or changing) and its impact on the demands of the academic program;
5. Narrative or descriptive text providing both quantitative and qualitative information about the student's abilities which might be helpful in understanding the student's profile including the use of corrective lenses and ongoing visual therapy (if appropriate);
6. A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impact the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and the Disability Specialist at [Name of Institution] collaboratively determine appropriate accommodations.

Consortium of Support Services for Students with Disabilities 11/98

Documentation Guidelines
For
Rehabilitated Drug Addiction

Professionals who are qualified to diagnose, treat and provide documentation for individuals who have been rehabilitated for drug addiction include physicians with a specialty in addiction, clinical psychologists, psychiatrists, licensed mental health professionals, or State Health Department certified addiction counselors who are supervised by psychologists or psychiatrists. The diagnostician must be an impartial individual who is not a family member of the student.

NOTE: IT IS RECOMMENDED THAT THE INSTITUTIONAL POLICY ABOUT DRUG ABUSE AND STUDENT EXPECTATIONS BE PUBLISHED HERE.

The following guidelines are provided to assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation serves as the foundation that legitimizes a student's request for appropriate accommodations. Recommended documentation includes:

1. A clear statement of successful completion of supervised drug rehabilitation program with the DSM-IV diagnosis. A dated statement attesting to the compliance with appropriate post-rehabilitation treatment (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's request for accommodations);

2. A summary of assessment procedures and evaluation instruments used to make the diagnosis;

3. A summary of qualitative and quantitative information which supports the diagnosis;

4. Medical information related to the student's needs to include the impact of medication on the student's ability to meet the demands of the post-secondary environment;

5. A statement of the current functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and the Disability Specialist at [Name of Institution] collaboratively determine appropriate accommodations.

Consortium of Support Services for Students with Disabilities 11/98

Documentation Guidelines
For
Alcoholism

Professionals who are qualified to diagnose, treat and provide documentation for individuals with alcoholism include physicians with a specialty in addiction, clinical psychologists, psychiatrists, licensed mental health professionals, or State Health Department certified addiction counselors who are supervised by psychologists or psychiatrists. The diagnostician must be an impartial individual who is not a family member of the student.

The following guidelines are provided to assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation serves as the foundation that legitimizes a student's request for appropriate accommodations. Recommended documentation includes:

1. A clear statement of the disability, including the DSM-IV diagnosis and a summary of present symptoms;
2. Documentation for eligibility must reflect the current impact the alcoholism has on the student's functioning, (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's request for accommodation);
3. A summary of assessment procedures and evaluation instruments used to make the diagnosis;
4. A summary of qualitative and quantitative information which supports the diagnosis;
5. Medical information related to the student's needs to include the impact of medications on the student's ability to meet the demands of the post-secondary environment;
6. A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and the Disability Specialist at [Name of Institution] collaboratively determine appropriate accommodations.

Consortium of Support Services for Students with Disabilities 11/98

DEFINITIONS

These definitions are taken from Title II Highlights and Title III Highlights, U.S. Department of Justice, Civil Rights Division, Office of the Americans with Disabilities Act, Section 504 Compliance Handbook, and ADA Alliance.

The two federal laws governing institutions of higher education are The Americans with Disabilities Act of 1990 (ADA) and The Rehabilitation Act of 1973.

Provisions of the ADA prohibits discrimination on the basis of disability in:

Title I-	Employment
Title II-	Public services and transportation (includes state universities)
Title III-	Public accommodations related to goods, programs, and services (including most private universities)

Section 504 of the 1973 Rehabilitation Act states: "No otherwise qualified disabled individual in the United States…shall, solely by reason of his disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance…"

An individual with a disability is defined as a person who has a "physical or mental impairment" that substantially limits a "major life activity", or has a record of such an impairment, or is regarded as having such an impairment.

A **physical impairment** is defined as any physiological disorder, condition, cosmetic disfigurement, or anatomical loss which affects one or more of the following body systems: neurological, musculoskeletal, sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genito-urinary, hemic and lymphatic, skin and endocrine. Examples:

AIDS
cancer
cerebral palsy
diabetes
epilepsy
hearing impairments
heart disease
multiple sclerosis
muscular dystrophy
speech impairments
visual impairments

A **mental impairment** is defined as any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, as well as specific learning disabilities.

Substantially Limits is defined as an individual being unable to perform a major life activity or significantly restricted as to the condition, manner or duration under which s/he can perform a major life activity.

Major life activities include functions such as

breathing
caring for self
hearing
learning
performing manual tasks
seeing
speaking
walking
working

A **qualified individual with a disability** is one who meets the essential eligibility requirements for the program or activity offered by a public entity. The essential eligibility requirements will depend on the type of service or activity involved.

A **qualified disabled person with regard to education** is defined as a disabled person who meets the academic and technical standards requisite to admission or participation in the institution's programs and activities. Factors such as safety may be considered in determining whether a disabled person is qualified.

Reasonable accommodations are the adaptation of a program, facility, or work place that allows an individual with a disability to participate in the program or services or perform a job. Accommodations may consist of changes in policies, practices, services or location and the use of auxiliary aids. Accommodations must be made unless it can be demonstrated that the accommodations would impose an undue hardship on the operation of the program. A modification is not mandated if it would "fundamentally alter" the goods, services, or operations of the public accommodations.

Auxiliary aids will be provided when they are necessary to ensure effective communication with individuals with hearing, vision, or speech impairments. **Auxiliary Aids** include such services or devices as qualified interpreters, assistive listening headsets, television captioning and decoders, telecommunications devices for deaf persons, videotext displays, readers, taped texts, braille materials, and large print materials.

A disability is **NOT**: homosexuality, bisexuality, transvestitism, transsexuals, compulsive gambling, or substance abuse disorders resulting from current illegal use of drugs.

Consortium of Support Services for Students with Disabilities 11/98

APPENDIX D

SECTION 504 OVERVIEW

OVERVIEW

Section 504

The purpose of this document is to provide technical assistance to general education staff and parents regarding Section 504 and the Americans With Disabilities Act.

With passage of the Rehabilitation Act of 1973, Congress required that federal fund recipients make their programs and activities accessible to all individuals with disabilities.

> "No otherwise qualified individual with a disability, shall, solely by reason of her or his disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."*

A SCHOOL DISTRICT DISCRIMINATES WHEN IT:

1. Denies a person with disabilities the opportunity to participate in or benefit from an aid or service which is afforded persons without a disability (e.g., district practice of refusing to allow any student with a disability the opportunity to be on the honor roll; denial of credit to a student whose absenteeism is related to his/her disability; expelling a student for behavior related to his/her disability; refusing to dispense medication to a student who could not attend school otherwise).

2. Fails to afford a person with disabilities an opportunity to participate in, or benefit from, the aid or service that is equal to that afforded others without disabilities.

3. Fails to provide aids or services to the person with disabilities that are as equally effective as those provided to non-disabled persons (e.g., placing a student with a hearing impairment in the front row as opposed to providing her with an interpreter). Note: "*Equally effective*" means *equivalent* as opposed to *identical*. Moreover, to be *equally effective*, an aid or service need not produce equal results; it must merely afford an equal opportunity to achieve equal results. (Comment to 34 CFR 104.4(b)(2)).

***Statue Section 504 of the Rehabilitation Act of 1973**

4. Provides different or separate aids or services unless such action is necessary to be as effective as the aids, benefits or services provided to other students (e.g., segregating students in separate classes, schools or facilities, unless necessary).

5. Perpetuates discrimination by providing significant assistance to an agency, organization or person that discriminates on the basis of a disability.

6. Denies a person with disabilities the opportunity to participate as a member or a planning or advisory board strictly because of his/her disability.

7. Otherwise limits the enjoyment by a person with disabilities of any right, privilege, advantage or opportunity enjoyed by others without disabilities (e.g., prohibiting a person with a physical disability from using a service dog at school).

8. In determining the site or location of a facility, makes selections which effectively exclude persons with disabilities, denies them the benefits of, or otherwise subjects them to discrimination.

Section 504 protects persons from discrimination based upon their disability status. A person is disabled under the definition of Section 504/ADA if he or she:

DEFINITION

1. has a mental or physical impairment which substantially limits one or more of such person's major life activities;

2. has a record of such impairment: or

3. is regarded as having such impairment. *

*Prongs 2 and 3 of the definition come into play only when there is discrimination based on the record or impairment, or the individual is treated in a negative way because of his/her disability.

When an impairment limits a major life activity, the individual may qualify for protection under Section 504.

MAJOR LIFE ACTIVITIES

"Major life activities" include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. When an impairment does not substantially limit a major life activity, the individual does not qualify under Section 504.

The following three areas of Section 504 and / or the ADA will be covered in this document:

- employment practices,
- program accessibility and
- requirements for preschool, elementary, secondary, and post-secondary education programs.

The student need not qualify for special education under the individuals with Disabilities Education Act, (IDEA) in order to be qualified under Section 504/ADA. [34 CFR §104.33(a)(b)].

SUBPART A: GENERAL PROVISIONS

These provisions outline the responsibilities of public agencies which receive federal funds (hereinafter "recipients") to not discriminate against individuals with disabilities. No person should on the basis of a disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program that benefits from federal funding.

All public agencies must comply with the following requirements:

- Take steps to eliminate discrimination against individuals with disabilities;
- Provide written assurances of non-discrimination when applying for federal funds;
- Provide public notice of non-discrimination;
- Appoint a 504 Coordinator for school districts with 15 or more employees
- Conduct a self-evaluation of their programs and activities to ensure discriminatory practices are eliminated and;
- Provide a grievance procedure for resolution of Section 504 complains.

SUBPART B: EMPLOYMENT PRACTICES

No qualified person should on the basis of his/her disability, be subject to discrimination in employment under any program or activity that receives federal funds.

School districts must make reasonable accommodations for qualified applicants or employees with known physical and mental limitations unless the accommodation would impose an undue hardship on the operation of the district's program. Examples of reasonable accommodations would include: making facilities accessible to and usable by persons with disabilities, job restructuring, part time or modified work schedules, and acquisition or modification of equipment or devices.

THE REGULATIONS MENTION THE FOLLOWING FACTORS TO CONSIDER IN DETERMINING IF "UNDUE HARDSHIP" EXISTS:

1. The overall size of the district's program with respect to the number of employees, number and type of facilities, and size of budget.
2. The type of the district's operation, including the composition and structure of its workforce.
3. The nature and cost of the accommodation needed.

SUBPART C: PROGRAM ACCESSIBILITY

In accordance with Section 504/ADA regulations, no qualified person with disabilities shall be denied the benefits of, be excluded from participation in, or be otherwise subjected to discrimination under any program or activity because a recipient's facilities are inaccessible or unusable. The Section 504/ADA regulations require all recipients of federal financial assistance to operate their programs or activities so they are readily accessible to persons with disabilities.

The regulations contain two standards to be used in determining whether a recipient's programs and activities are accessible to students and others with disabilities. One standard deals with "existing" facilities: the other deals with "new" construction. The term "existing facility" means the facility was in existence or in the process of construction before June 3, 1977, the effective date of the regulation. The term "new construction" means groundbreaking took place on or after the effective date of the regulation.

The standard for a facility existing before June 3, 1977, requires that federally assisted programs or activities operated in that facility must, when viewed in their entirety, be readily accessible. This standard does not require that every facility or part be accessible, so long as the program as a whole is accessible.

Thus, recipients need not make structural changes to facilities that existed before June 3, 1977, where other alternative methods are effective in making programs and activities accessible, so long as priority consideration is given to offering the services in the most integrated setting appropriate.

One example of an alternative method in a school would be the relocation of classes, activities or services to an accessible site. Facility alteration or new construction is required to achieve program accessibility only if sufficient relocation of classes, activities or services cannot be housed in an existing facility.

In meeting the objective of program accessibility, a recipient must take precautions not to isolate or concentrate students with disabilities in settings away from non-disabled students.

On the other hand, the regulation requires that all new construction begun after June 3, 1977, as well as alterations to existing facilities, must be designed and constructed so as to make facilities accessible and usable by students and others with disabilities.

SUBPART D: REQUIREMENTS FOR PRESCHOOL, ELEMENTRY, AND SECONDARY EDUCATION

Elementary and secondary school recipients as well as preschool and adult education program providers must consider the needs of qualified persons with disabilities in determining the aid, benefits, or services to be provided under these programs or activities receiving federal funds. Students with disabilities who are of an age when other students receive services are qualified individuals for the purpose of preschool, elementary and secondary school programs.

Responsibility

There is much confusion regarding the relationship between Section 504 and special education laws and regulations. It must be emphasized that compliance with Section 504 falls under the *responsibility of the general education program.* A student who is found to be disabled under Section 504, and does not qualify for services under IDEA, should be served by the staff and resources of the general education program. A student who has been determined eligible as disabled under IDEA could receive special education and services required under Section 504 as part of the Individualized Education Program (IEP) developed for the student under IDEA.

Eligibility

If a school district has reason to believe that, because of a disability as defined under Section 504, a student needs special accommodations or services in the general education setting in order to participate equally in the school program, the district must evaluate the student. If it is determined that the student is disabled under Section 504, the district must develop a plan and implement the delivery of needed services.

Free Appropriate Public Education

Schools must provide a free appropriate education to eligible Section 504 school-age students with disabilities in their jurisdiction. Instruction must be individually designed to meet the needs of a student as adequately as the needs of students without disabilities are met. This standard of what is "appropriate" differs from the IDEA "appropriate" standard that requires the district to design a program reasonably calculated to confer educational benefit. Section 504 may require reasonable accommodations.

Although Section 504 does not require school districts to develop an IEP with annual goals and objectives, it is recommended the school document those services and / or accommodations for each eligible Section 504 student that are being provided. If a student requires extensive services, a team must meet to develop a plan that outlines the student's services and accommodations. *Parent participation should always be encouraged.* Parental notice is required when the school proposes to evaluate or change the student's placement.

The quality of educational services provided to students with disabilities must be equivalent to the services provided to non-disabled students. Teachers, administrators, and staff should receive ongoing training in the instruction of students with disabilities and be knowledgeable about appropriate materials and equipment.

Services

The determination of what services are needed must be made by a group of persons knowledgeable about the student. *The parents should be included in this process whenever possible.* This group must review the nature of the disability and how it affects the student's education. The decisions about Section 504 eligibility and services should be documented in the student's file and review periodically.

It is important to keep in mind that some students who have physical or mental impairments that limit their ability to access and participate in the education program are entitled to rights under Section 504 even though they may not fall into IDEA categories and may be covered by the special education law.

SUBPART E: POST-SECONDARY EDUCATION

Adult education and post-secondary educational programs that receive federal funds are under the same Section 504 obligations as elementary and secondary school districts. The following are some responsibilities of adult education programs under Section 504.

Admissions and Recruitment

A qualified person with a disability cannot be denied admission to a program solely on basis on his / her disability. A test cannot be used that discriminates against a person with disabilities. All tests should be validated and normed for the population to which it is given to and for the purpose it is intended for. The school must provide internal and external public notice stating the program does not discriminate on the basis of disability.

Treatment of Students

No qualified student with a disability can be excluded from participation in, be denied benefits, or otherwise be subjected to discrimination under any academic, research, occupational training, housing, health insurance, counseling, financial aid, physical education, athletics, recreation, transportation, other extracurricular, or other post-secondary education program or activity.

A post-secondary program may not, on the basis of a disability, exclude any qualified student from any course of study, or other part of its education program.

Academic Adjustments

Academic requirements need to be reviewed to ensure that such requirements do not discriminate on the basis of a disability.

Modifications to academic program administration may be needed and may include changes in the length of time permitted for completion of a degree, substitution of specific courses required for the completion of a degree, and changes in the manner in which specific courses are conducted.

Adjustments could include tape recorders in classrooms, guide dogs in campus buildings, and special arrangements for administering examinations.

Auxiliary aids could include taped texts, interpreters or other effective methods of making orally delivered materials available to students with hearing impairments; readers in libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments, and other small services.

The school should provide comparable, convenient, and accessible housing to students with disabilities at the same cost as to others.

Financial and Employment Assistance

In providing financial assistance to a qualified student with disabilities, a school may not provide less assistance than is provided to persons without disabilities, limit eligibility for assistance, or otherwise discriminate.

A school that assists any agency, organization, or person in providing employment opportunities to any of its students shall assure itself that such employment opportunities are made available to all students.

Non-Academic Services

A school that offers physical education courses or that operates or sponsors intercollegiate, club, or intramural athletics should provide to a qualified student with a disability an equal opportunity to participate in these activities.

A school that provides personal, academic, or vocational counseling, guidance, or placement services to students should provide these services without discrimination on the basis of a disability.

A school that provides assistance to fraternities, sororities, or similar organizations should assure itself that the membership practices of such organizations do not permit discrimination.

APPENDIX E

Resources for Additional Information

REFERENCES FOR STUDENTS, TEACHERS AND COUNSELORS

ORGANIZATIONS FOR STUDENTS OR ADULTS WITH LEARNING DISABILITIES

1. HEATH Resource Center
National Clearinghouse on Postsecondary Education for Individuals with Disabilities
One Dupont Circle, NW, Suite 800
Washington, DC 20036
(202) 939-9320
(800) 544-3284
(202) 833-4760 – fax

The HEATH Resource Center operates the national clearinghouse on postsecondary education for individuals with disabilities. A program of the American Council on Education, HEATH serves as an information exchange for the educational support services, policies, procedures, adaptations, and opportunities of American campuses, vocational-technical schools, adult education programs, and other training entities after high school.

2. AHEAD
Association on Higher Education and Disability
P.O. Box 21192
Columbus, OH 43221-0192
(614) 488-4972
(614) 488-1174 – fax

AHEAD is an international, multicultural organization of professions committed to full participation in higher education for persons with disabilities. AHEAD offers numerous training programs, workshops, publications, and conferences.

3. Learning Disability Association of American, Inc. (LDA)
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515
(412) 344-0224 – fax

LDA, a non-profit volunteer advocacy organization, provides information and referral for parents, professional, and consumers involved with or in search of support groups and networking opportunities through local LDA Youth and Adult Section Chapters. A publication list is available. LDA organizes and annual conference and publishes *LDA Newsbriefs*, a bi-monthly newsletter.

4. Learning Disability Association of Colorado (LDA)
   1045 Lincoln Street, Suite 106
   Denver, CO 80203
   (303) 894-0992

   LDAC provides information for parents and answers specific questions by telephone. LDAC also disseminates materials.

5. Attention Deficit Disorder Advocacy Group (ADDAG)
   15772 E. Crestridge Circle
   Aurora, CO 80015
   (303) 690-7548

   ADDAG is a grassroots Colorado organization which provides advocacy on behalf of people with ADD. ADDDAG sponsors a support group for adults with ADD and regularly publishes a newsletter, *Newsbriefs*.

6. The Association for Children and Adults with Learning Disabilities (ACALD)
   4900 Girard
   Pittsburgh, PA 15227
   (412) 881-2253

   ACALD acts as a clearinghouse for books and articles on learning disabilities. They will send a bibliography of the materials they have available.

7. Orten Dyslexia Society

   Local: IDA – Room B
   P.O. Box 3598
   Boulder, CO 80307
   (303) 721-9425

   National: 8600 La Salle Road
   Chester Building, Suite 382
   Baltimore, MD 21286
   (410) 296-0232

For books or brochures about colleges for disabled students please look on the internet with search words college for disabled students or you can search by your disability. Example: college for blind students or college for deaf students.

INTERNET RESOURCES FOR LEARNING DISABILITIES AND RELATED TOPICS

Site Name	Address	Comments
Council for Exceptional Child., Div. Of Learning Disabilities	www.cec.sped.org	Geared toward educators, good links; see parent site too
LD Online	http://www.ldonline.org	Covers all aspects of LD; rich, outstanding site; clearinghouse
Learning Disabilities Association of America	http://www.ldanatl.org	Info, resources for parents & prof'ls; local, state chapters
National ADD Association	http://www.add.org	Rich site on ADD; medications, support groups, links
National Center for Learning Disabilities (NCLD)	http://www.ncld.org	Info on all aspects of LD; resources; links
International Dyslexia Association (was Orton Dyslexia Society)	http://interdys.org (Note new address)	Info on dyslexia; research, legislation; state chapters